

DOCUMENT RESUME

ED 340 461

PS 020 024

AUTHOR Gross, Vernon Keith
TITLE Improving Parent Interactions in the Center Setting
through Parent Training Sessions.
PUB DATE 91
NOTE 108p.; M.S. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Cognitive Development; Curriculum; *Day Care Centers;
Emotional Development; Minicourses; Parent Child
Relationship; *Parent Education; *Parent
Participation; *Parent Student Relationship; *Parent
Workshops; Physical Development; *Preschool Children;
Preschool Education; Social Development; Training
Methods

ABSTRACT

This practicum paper describes the design and implementation of a workshop series which acquainted parents with the growth and development of preschool children. The program was developed because the children of these parents attended a day care center which had no systematic means of providing parents with information about children's developmental stages. Objectives of the workshops were that parents would: (1) be informed about the philosophy and programs offered by the community's child care services organization; (2) come to understand the social, emotional, physical, and cognitive development of preschoolers; (3) develop an understanding of the ways in which the center's programming incorporated the developmental stages identified in the workshops; and (4) incorporate their learning into the home situation. The establishment of a support system among the parents was another goal. The workshop series consisted of 10 sessions which corresponded to the social, emotional, physical, and cognitive areas of growth and development. Each workshop focused on the skills involved with one area; how the preschool curriculum incorporated that area; and how parents could best encourage the children's success in the area with simple yet effective activities. The "hands-on" approach allowed parents to experience situations. In addition, parents were provided several activities to do at home, and returned assignments for discussion. By the end of the workshop series, parent interaction in the center increased slightly in most areas evaluated. Appended are 43 references and related materials. (Author/GLR)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED340461

PS 020024

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

☐ Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

Improving Parent Interactions
In The Center Setting
Through Parent Training Sessions

by

Vernon Keith Gross

Cohort 41

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Vernon Keith
Gross

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

A Practicum Report Presented to the National
Master's Program for Child Care Administrators
in Partial Fulfillment of the Requirements
for the degree of Master of Science

NOVA UNIVERSITY

1991

BEST COPY AVAILABLE

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

22 April 1991-----
Date

Vernon Keith Gross-----
Signature of Student

ABSTRACT

Improving Parent Interactions in the Center Setting Through Parent Training Sessions. Gross, Vernon K., 1991: Practicum Report, Nova University, Master's Program for Child Care Administrators. Descriptors: Parent Participation/Parent Student Relationship/Parent Child Relationship/Workshops/Training Methods/Seminars/Minicourses/Day Care Center/Child Development Centers/Early Childhood Education

Because of lack of information and skills, parents did not assist in a preschool program on an organized basis nor did they reinforce concepts with their children at home.

The author designed and implemented a workshop series which acquainted parents with the growth and development of preschool children. The workshop series consisted of 10 sessions, corresponding to the four areas of growth and development: social, emotional, physical, and cognitive. Each workshop focused on the skills of one area, how the preschool curriculum incorporated that area, and how parents could best encourage the children's success with simple yet effective activities. The "hands on" approach allowed parents to experience firsthand and resulted in real satisfaction for those who attended. In addition, parents were provided activities to do at home and returned assignments for discussion. Appendices include sample surveys, evaluations, workshop outlines, and handouts.

Table of Contents

	Page
Authorship Statement	. 1
Abstract	.ii
Chapter	
1. Introduction	. 1
2. Study of Problem	. 3
Problem Definition	. 3
Evidence	. 5
Analysis of Causes	. 7
Relationship to the Literature.	.10
3. Goals and Objectives.	.12
Goals and Objectives.	.12
Evaluation Methods	.13
4. Solution Strategies	.15
Information Collection	.15
Solution Strategy	.18
Implementation Plan	.20
Follow-on	.27
5. Results, Conclusions and Recommendations.	.29
References	.34
Appendices	.37
A. CDS Parent Satisfaction Survey.	.38
B. Pre-evaluation	.43
C. Postevaluation	.46
D. Caring for Preschoolers	.49
A 3-Ring Circus	

Table of Contents
(continued)

Page

Appendices (continued)

E.	Workshop Outlines	.	.	.	.	.	.54
F.	Workshop Evaluation	.	.	.	.	.	.105
G.	Certificate	.	.	.	.	.	.107

Chapter 1

INTRODUCTION

The practicum setting is an overseas child development center established by the Army, a branch of the Department of Defense. It is operated primarily to support child care needs of soldiers but can also be used by any American with a Department of Defense identification card. The center adheres to Army guidelines that regulate safety, health, facility, financial, and all other operational functions. The costs of the center are shared by the federal government and the local community. Management develops budgets to distribute all costs related to the operation of the center between these two resources. Under the Military Child Care Act financial expenditures are shared evenly.

The child development center is open from 7:00 a.m. to 5:30 p.m., Monday through Friday. Special openings are possible upon completing appropriate prearrangements. Care is provided for children from six weeks to 12 years of age. The center has 100 spaces available, and serves an average daily attendance of 90 children. Work schedules for employees include full-time, part-time, and intermittent-on-call (substitute) positions that are kept as consistent as possible. The children are classified by

age and developmental levels into an infant group (six weeks to one year of age), a pretoddler group (one year to two years of age), a toddler group (two years to three years of age), a younger preschool group (three years to four years of age), an older preschool group (four years to five years of age), a kindergarten group, and an hourly care group. Hourly care provides drop-in care, not on a regular basis, for children one year to 12 years of age. Infants who require drop-in care are incorporated into the infant room. Each group of children has its own class space. Three teachers divide the responsibility of the various classes. The center has a staff of 18 full-time, 11 part-time, and 14 intermittent-on-call employees. Management of the center is the responsibility of two directors.

The author is the Education Program Specialist (EPS) accountable for training of the center employees. Responsibilities include role modeling appropriate interactions with children, curriculum development and implementation, employee interviews, providing monthly workshops, instructing first aid and cardiopulmonary resuscitation (CPR), coordinating specialized purchase of supplies, assisting in special projects such as budgeting, Week of the Young Child (WOYC), and organizing participants to attend the Association for the Education of Young Children, Europe (AYCE) conferences, and other duties as assigned.

Chapter 2

STUDY OF THE PROBLEM

Problem Definition

No effective system was established at the child care center to instruct parents about the appropriate developmental stages of children - social, emotional, intellectual, and physical. In order to serve the parents, children, and staff in these important areas of growth, a means of providing this information was essential. The process could not be limited to the brief and unexpected encounters between staff and parents, fleeting comments in center newsletters, and an occasional succinct article in a local community publication, but had to also include a means of working as a group to understand child development to deal with concerns of parenting and providing quality care.

The center had no objective, systematic means of providing this information. If problems arose in separate classroom environments, they remained isolated and were dealt with individually. Assistance provided by the staff to parents ranged from sketchy information to setting up a meeting with the center director which occasionally proved inhibiting to parents. A confident, knowledgeable response

or effective parental support system was not established.

As part of a military community, the parents of the majority of the children served are single or dual military families. The organization's mission in child care is to provide care while parents fulfill their soldierly commitments. Because of the arrangement of the military system, which parallels the civilian sector in that parents drop off and pick up children at a bus stop, parents frequently only enter the center when delivering or picking up their children. There are also times when parents are at physical training or on maneuvers and leave their children with emergency designees who take over the parenting role for brief periods of time. The interaction between staff and parents is often infrequent, brief, and superficial.

There are two other factors influencing these families' lives. One is the reduction in forces due to changes in world political philosophies. Soldiers are slowly being relocated to the continental United States. This is causing families to feel strain in their relationships. Children pick up on these changes, something parents often overlook, and react in ways that upset parents because parents may not understand what is aggravating their child.

The second factor is the conflict in the region of Saudi Arabia. Soldiers have been deployed to a delicate situation and are returning at unknown times. In this circumstance, the family is geographically divided. The

tensions for the losing spouse increase. When this parent does not understand a child's normal stress reactions, a situation could develop for higher risks of child abuse.

The author planned a series of parent training workshops on the developmental stages of preschool children. The child care organization provided the majority of its services for preschool children. Targeting training to parents of these children included a large portion of the serviced population. The information provided could then be carried over by the parents to help work at home with other siblings.

Evidence

The identification of this problem had occurred over a length of time in various ways. Observations had been done formally by the EPS in the course of job requirements. While working with the staff, they demonstrated a lack of knowledge in understanding what was appropriate child behavior and how to constructively address it. At the end of the work day, when parents arrived to receive their child back, the employees attempted to relate what occurred during the day with their child. Behavior was described in inappropriate terms which occasionally alarmed parents or sent them away mystified as to what happened and what could have been done to correct it. During those parent/staff interactions, parents also voiced a lack of understanding as to what was going on in the child's mind or used labels

such as dumb, bad or stupid to help them identify the child's problem. Other parents ignored the information and rushed out of the center to avoid dealing with an extra frustration at the end of a working day.

Other informal observations had been done by program management personnel while accomplishing their daily routines. One manager described the staff as being "afraid" to approach a parent and needed the right words to use with the parent. These managers related information to the EPS requesting further suggestions on how to increase staff knowledge, improve interactions with parents, and provide parents with information on child growth and development.

Parents had also approached the staff and the center directors with questions on a child's particular behavior. Is sucking a thumb at three years of age okay? Why is my child not toilet trained by two years of age? Why has my child not learned to write by the age of four? Those queries attested to the parents' lack of understanding of child development. Such questions also reflected the social expectations put on parents to push early learning on children. Not having family support, such as a grandparent to answer their questions about children, parents were left with unsure feelings about their children's growth.

Training materials that the center staff completed dealt with interactions between staff and families. As

checklists, comment sections, and observations were done by the staff within their training requirements, they often inquired about methods to use when communicating with parents - verbally, in newsletters, using bulletin boards, supplying activity calendars, and other methods. There was a tendency to hide behind the concrete paper system rather than face a parent and have to deal with a confrontation, especially if the staff felt unsure about themselves.

A survey was done in October 1990 (Appendix A: 38) of parents using child care services in this community. The responses indicated that overall the parents felt well informed about what their children were doing in the center (84 percent). However, only 42 percent of the parents felt strongly that they were receiving information on how their children were developing and learning. The survey also indicated that parents were overall most interested in passive involvement (parent newsletters, notes sent home) or noncommittal activities (daily feedback, open house, child presentations, holiday parties) than investing time in direct involvement (parent discussion groups, field trips, parent education opportunities).

Analysis of Causes

Time appeared to be the enemy of parents. Attempts to organize and establish a morning family routine ran into unexpected problems - a lost hat, missing papers, a forgotten project - and then parents were in a rush. This

time crunch was felt at the center when children arrived and were quickly left behind only partially removed from outer clothing. A quick greeting was said and the parents were gone without having provided essential information about the child's well-being. This scene occurred again at the end of the day when the tired parents arrived to pick up the child. They were ready to go home and relax and were not highly interested in their child's day. Important information was not shared between the staff and parents which could have helped ease tensions at home if a child displayed inappropriate behavior.

Due to the type of lifestyle an army career creates, families are moving every two or three years from one community to the next. A family will stay with the child care organization because their commitments to military service are set. Turnover is also reflected in the center's staffing, but at a much higher rate. The length of time an employee remains in the system averages three months to one year. This does not allow for much training to occur or bonding to begin between the staff and the parents. People also will not take the steps to become more involved when they know they will move on soon. This low level of bonding results in a low level of trust and tends to make parents reluctant to share information with the employees.

Child Care has many requirements. Health, safety, and facility standards tend to take a higher priority to people

who are not knowledgeable in child development because they are criteria inspectors will use to determine if a child care center will remain operational. Standards are also very tangible parts of child care that parents see, smell, and interact with. Often it will be assumed that suitable care is being provided when minimum standards are met. Thus instructing parents on child development and appropriate interaction tends to be given a low priority if the parents are happy with the environment they see.

Another ramification of staff turnover is the minimum training provided to an employee. Formal instruction on interacting with parents and developmental characteristics of children will be very limited. The majority of what will be learned will come from direct, on-the-job experience. Depending on the past experiences, age, personality, and personal initiative of an employee, interaction with the parents can range from a passive observer to a regular informant. Information on child growth may be gleaned from the other staff and provided by the EPS on a case-by-case basis. This sketchy information may then be confusing since dealing with the individual needs of a child is more specific than knowing general developmental processes.

Adults also receive little to no information on child development when they become parents. Unless they initiate research on how a child grows and learns on their own, most knowledge comes from day-to-day experiences. If parents

were to be provided this instruction, they would be able to form more appropriate expectations of their children. They would also understand their children better and would provide more reasonable goals to help their children grow.

Finally, parents in the services have had their children in government care most of the time they have been serving. Responsibilities of child care have shifted away from the parents to the child care staff. Parents have come to expect care rather than make a responsible choice for finding appropriate environments providing care based on developmental growth of children. Parents have shifted parenting responsibilities to the child care center out of habit.

Relationship to the Literature

A review of the literature showed that knowledge about child development helped parents raise children with understanding (Honig, 1979). This was a very general statement about the overall need to provide training to parents in the area of child development. The reasons for making such instruction available varied according to the goals and needs of various researchers and programs. Honig and other child care professionals considered parent training workshops to be a good way of instructing parents for the following reasons:

1. To provide parents with language tools to communicate and listen to their children (Honig, 1979;

Conwill, 1986; Matthews, 1988; Memphis State University, 1972). Nettie Whitehead stated that:

...it is the obligation of the educational system to make parents aware and to help them develop the ability to increase their child's self esteem and performance (Memphis State University, 1972, p.48).

2. To provide parents with alternative strategies for problem prevention and discipline (Honig, 1979; Birckmayer, 1982; Conwill, 1986).

3. To learn about how children develop and provide more verbal, physical, and emotional interaction to help intellectual development (Honig, 1979; U.S. Department of Health, 1980; Miller, 1982). Rosestelle Woolner reported that "Parents, not teachers, have the total responsibility for making decisions relative to the development of their children." (Memphis State University, 1972, p.38).

4. To support the family unit by building bridges between the home and the school (Matthews, 1988).

5. To provide a support system for parents who may feel alone in the problems they face raising children (Honig, 1979; U.S. Department of Health, 1980) for, as noted by Turekian and Workman:

All too often, parents are thrust into parenthood with little or no training and are usually unaware of the complexities and frustrations as well as the pleasures associated with the "art of parenting". (p.1)

Chapter 3

GOALS AND OUTCOME OBJECTIVES

Goals_and_Objectives

The goal of this practicum was to establish an effective means of instructing parents about the appropriate developmental stages of preschool children in the areas of social, emotional, physical, and cognitive growth and how this community's child care center programming worked to meet that goal.

The following objectives were projected for this practicum:

1. The parents will be informed about the philosophy and programs offered by this community's child care services organization.
2. The parents will understand the social, emotional, physical, and cognitive developmental stages of preschool children.
3. The parents will incorporate their learning into the home situation.
4. The parents will understand how the child care center's programming incorporates the identified developmental stages.

5. A support system will be established among parents of preschool children.

Evaluation Methods

Overall learning was evaluated by a pre-evaluation (Appendix B: 43) and a postevaluation (Appendix C: 46). The comparison of these two surveys would document an increased understanding of this community's child care operation, preschool programming, and how children grow and develop. For a more detailed examination of the evaluation methods, the following breakdown was provided:

Objective 1: The attainment of this objective would be assessed through interactions during the course of the ten week implementation period. As clarification was provided, participants would be able to identify various child care programs, what they offered, and how they differed. Thus parents would be able to make more knowledgeable choices about the child care programs within this community's organization to meet their family needs.

Objective 2: This portion of the assessment process would be judged effective based upon discussions conducted during the ten week implementation period about the assigned home activities.

Objective 3: Achievement of this objective would be gauged by the responses of the parents after using techniques presented during the ten week implementation period in the home environment.

Objective 4: This objective would be met as parents became acquainted with the preschool curriculum and how it merged the four areas of development. They would be able to identify activities that could be incorporated into the programming and curriculum.

Objective 5: The attainment of this objective would be assessed by interactions during the course of the ten week implementation period. As participants began to trust one another, their sharing of experiences would bond them together and help them understand that they were not alone in their experiences as parents.

Chapter 4

SOLUTION STRATEGIES

Information Collection

Other administrators and professionals confronted with parents not understanding child growth and child needs have organized workshops or training sessions in the various areas of child development.

Honig (1979) found that home visits helped in that they took:

...advantage of settings, routines and activities in home to create learning and problem-solving opportunities for children as well as sociable experiences. (p.3)

Nedler (1977) also promoted the use of home visits to provide instruction on how to use the home environment to promote focusing on tasks. The home was likewise seen as a place to involve parents in the child's center life by incorporating concepts being taught at school into the family situation. Those workshops were divided into activities to do in the kitchen and/or in the child's room, using the television, the radio and/or the car, and to be done at play, at parent's leisure and/or outdoors (Goodman, 1978).

Conwill (1986) focused on enlightening parents as to the need for them to change their behaviors if the child's behaviors were to change. He organized workshops based on parents acquiring skills related to recognizing areas of physical, verbal, and cognitive development in their children. When parents better understood how their children grew, they could change their behaviors to obtain better responses from their children.

Parent group meetings have also been seen as a way to provide support for parents (Honig, 1979; Nedler, 1977). This chance to share ideas in relating to and relating with children (Butt, 1983) provided parents an outlet to learn through guest speakers, hands-on experiences, and parent/child activities (Miller, 1982).

Trainings have also been developed to meet special needs. Elisabeth Webster and Louise Ward dealt with developing communication skills by becoming aware of the cycle of verbal interaction, how the message sent may differ from the one received, and the conflict of verbal vs non-verbal messages (Memphis State University, 1972). Turekian and Workman (1974) attempted to help parents clarify their role in a preschooler's learning in areas of play, sexual interest, aggression, discipline, and hyperactivity along with the effects of television on children. Birckmayer (1982) delved into the area of behavior and provided instruction on seven principles of discipline.

Organizing workshops can then be seen as providing four types of instruction; 1) working in the homes, 2) focusing on how a child develops, 3) providing support through general discussion of parental interests and issues, and 4) concentrating on one specific area related to children.

The benefits of parent training sessions include an increase in positive parental attitudes, parents perceiving their children as more often trying new and different tasks, children doing much less fighting, children sharing more, children being self-assertive, children being less shy, children asking questions, children making their own choices, and children teaching other children (Honig, 1979).

Carlson and Russell (1982) compared three types of training - Adlerian Approach, Behavior Modification, Communication Model - which resulted in all three having assisted parents attempting to make change in their methods of interaction with children.

Frede (1984) did an extensive study on what workshops can achieve in the areas of positive learning attitudes, play, language, reading, writing, math, science, television, and problem solving. She identified a total of 41 accomplishments including parents seeing that children learn best when they are successful, understanding the relationship between play and learning, language being basic to other skills, children's actual experience with things motivates them to read, writing as more than the

alphabet - it is communicating, that math involves manipulating objects, opportunities to involve children in science exist everywhere, children learn from television, and that parents can make problem solving an enjoyable game for their children.

Overall, parent involvement with children at home or in a center program has been shown to be directly correlated with future school performance (Turekian and Workman, 1974). Sara Murphy noted that:

...the amount of parent involvement in the schools by individual parents may explain up to four times as much of the variance in a child's intelligence and achievement test scores at age 11 as the quality of the schools. (Memphis State University, 1972, p.27)

To have the possibilities to provide children with such educational benefits, it is the responsibility of every child care organization to inform parents of how their children develop and how to help their children in their growth and learning. The cooperation between the school and home in understanding and enhancing children's development cannot be passed by.

Solution Strategy

In order to achieve the goal of establishing an effective means of instructing parents about the appropriate developmental stages of preschool children in the areas of social, emotional, physical, and cognitive growth, it was necessary to focus on three separate

components of a workshop series.

First, it was important that the information focused on a specific theme. This then paralleled the curriculum concept already established in the center's programming and provided a role model to help clarify for parents the use of a thematic method of instruction. Also, parents tended to avoid workshops that instructed, trained, or taught parenting skills. The author proposed this thematic concept of instruction because it helped remove emphasis from "correcting" parental behaviors and interactions with their children to "adding" to the range of activities available to do with children. However, in the focus of the workshops, information was presented according to specific areas of child growth and development. Tying information to a theme provided a basis for creative and entertaining instruction while it also helped parents to concretely correlate educational concepts to simple, understandable activities.

Secondly, an important task was to provide training in a sequential manner. Organizing material to build on itself was necessary to advance from one level of understanding to another. Parents needed to be able to change an old idea they had learned into a new one to see how growth was actually a process of building onto previous knowledge. Helping parents see a progression in learning aided them in seeing their children grow. This recognition of change in their children provided the parents

encouragement that they could make a difference in their children's learning achievements.

Thirdly was providing activities that the parents could do at home. Workshop examples and discussions were of little value unless participants had a chance to apply them. When parents took initiative at home to use learned skills and tried new interaction techniques, they saw how their children changed. Parents needed to have success at home in teaching their children so they could realize that learning did not occur only in a school environment. When those positive events took place, parents took more initiative to become directly involved in their children's everyday center experiences and took more initiative in and responsibility for their children's education.

Implementation Plan

The organization of the parent training workshops began with a survey of parent availability (Appendix D: 49). This provided the instructor with specific information as to the optimal time to hold the workshops.

The actions and activities necessary for implementing the practicum were organized into ten training workshops (an outline for and materials used in each workshop are presented in Appendix E: 54). Each session incorporated a two-hour group meeting related to a specific topic. The participants were provided with information in each class and activities to do at home. Group members recorded

results from their activities done outside the workshop. Those outcomes were then discussed in the following workshop.

Theme: Caring for Preschoolers - A 3-Ring Circus

Week__1: A general introduction to children and child care programming.

Session__1: The session began with an introduction of those present and the goals of the workshop series. To enhance the concept of thematic teaching, the instructor was compared to a circus ticket seller and how to sell the workshops. Next, an introductory game was played to relax the participants and to help them get to know each other. Afterwards, a description of the 10 workshops was presented including specific information in the conclusionary activity. Then a pre-evaluation, to establish where the parents were in their understanding of child growth and development was given. An organizational chart of the community's child care services was clarified. A video was then shown to present the training completed by center staff and how it incorporated providing appropriate child growth and development activities. After the break, a video about child care providers in the home environment and their training was shown. A general discussion on child growth from birth through age five followed. This led into the review of activities to do at home.

Week_2: Developmental Progression.

Session__2: The session began with the instructor comparing a circus director to parents and the need they both have to direct a number of activities at one time. A review of the activities done at home from week 1 followed. This led into a detailed discussion of child growth in which parent responses were charted. A tour of the child care facility began in which the four areas of development were examined progressively from birth through age five while in the specific age classroom environment, thus laying a foundation of the overall growth of a child. The use of charts presenting characteristics of specific ages helped provide more clarification about the abilities of a child at various ages. After the break, a general discussion was held as parent raised issues of child care such as discipline, rules and how to enforce them, and child/staff interactions. Clarification was then provided on the activities to do at home and the session concluded with an evaluation of the presentation. For parents who did not attend the workshop, the information was mailed to them with a letter explaining what happened at the session.

Week_3: Social Development.

Session__3: The session began with a clarification of the circus seats and costs. This was followed by a review of the activities done at home from week 2. Next, the instructor compared a circus clown to children needing to

develop social skills. A filmstrip about the importance of play was shown followed by a discussion on helping children develop social skills and parents' questions about social behavior. Parent responses were charted. After the break, the discussion continued and led into the viewing of another filmstrip on observing children. Clarification was then provided on the activities to do at home and the session concluded with an evaluation of the presentation. For parents who did not attend the workshop, the information was mailed to them with a letter explaining what happened at the session.

Week 4: Emotional Development.

Session 4: The session began with a review of the activities done at home from week 3. Next, the instructor compared a knife thrower to children and how the fine edge of emotions develops during interactions with others. The instructor then read the beginning of the book Dumbo to compare the emotional development of Dumbo to that of children. A filmstrip on the stages of emotional development was viewed which was followed by a discussion. Parent responses were charted. After the break, a visual aide was used to demonstrate how verbal interactions can tear down a child's emotional growth. A handout on the stages of emotional growth was distributed and discussed and then followed by a filmstrip about paying attention to the feelings of children. Clarification was then provided

on the activities to do at home and the session concluded with an evaluation of the presentation. For parents who did not attend the workshop, the information was mailed to them with a letter explaining what happened at the session.

Week_5: Physical Development.

Session__5: The session began with collecting money for the circus tickets and having the parents provide the instructor with their names as they wanted them to appear on their certificates. A review of the activities done at home from week 4 followed. Next, the instructor compared a tight rope walker to the various physical demands of the a preschool child. Parents used gross motor equipment and they described what muscles they used and the skills they needed. This information was charted. Their findings were then compared to the abilities of a preschooler using the physical section of the characteristics chart handed out in session 2. The parents brainstormed for ways children could learn these skills at home. After the break, parents used fine motor equipment and they described what muscles they used and the skills they needed. This information was charted. Their finding were compared to the handout. Then the parents brainstormed for ways children could learn these skills at home. A discussion followed on how inappropriate parental expectations of children caused frustration and then discipline problems. Clarification was provided on the activities to do at home. Before

evaluating the presentation, the parents did activities from records used by the children. For parents who did not attend the workshop, the information was mailed to them with a letter explaining what happened at the session.

Week_6: Cognitive Development.

Session__6: The session began with a review of the activities done at home from week 5. Next, the instructor compared a magician to the cognitive development of a child. Parents used the water table equipment and described what they learned. This information was charted. Their findings were then compared to the abilities of a preschooler using the cognitive section of the characteristics chart handed out in session 2. The parents brainstormed for ways children could learn these skills at home. After the break, parents used other materials and they described what skills they learned. This information was charted. Their findings were compared to the handout. Then the parents brainstormed for ways children could learn these skills at home. A discussion followed on choosing appropriate puzzles, reward systems, and how to get children to clean up. Clarification was provided on the activities to do at home. Before evaluating the presentation, the parents did activities from a record used by the children. For parents who did not attend the workshop, the information was mailed to them with a letter explaining what happened at the session.

Week_7: Prepare for Circus Trip.

Session__7: The instructor had planned to begin the session by reviewing the activities done at home from week 6. this was to be followed by a discussion of handout to help prepare for the circus trip. After the break, it was planned to discuss the making of a circus book as a follow-up activity to the circus trip. This session was cancelled when no parents arrived for the workshop. The information was mailed to the parents with an explanation of what was expected and a reminder to arrive punctually for the circus trip the following week.

Week_8: Trip to Circus Krone.

Session__8: The families arrived punctually at the center and left for the circus. Upon return to the center, the parents were given a packet of information clarifying the circus book activity to do at home. For the parents who did not attend the trip, the information was mailed to them with a letter explaining what was expected.

Week_9: Share Follow-up Activities.

Session__9: The session began with a discussion of the circus trip and how it went. This led into the sharing of activities done before the trip (from session 7) and the follow-up activity from session 8. After the break, a discussion was held on how the parents could continue their involvement in center activities. The session concluded

with an evaluation of sessions 7, 8, and 9. For parents who did not attend the workshop, a letter was mailed to them explaining what happened at the session and reminding them to attend the last session to receive their certificates.

Week_10: Center Programming and Conclusion.

Session__10: The session began with a review of the themes from week 1 through week 6 and the circus characters they were compared to. This was followed by a discussion of all the material covered and how it is incorporated into the preschool curriculum. One week of preschool curriculum was handed out for a more thorough review. A general discussion ensued covering such topics as children playing one parent off the other, comparing the parents' own upbringing and how they raise their children, the effects of television on children, and how the mixture of the environment and the number of siblings influences a child's development. After the postevaluation was completed, the group enjoyed a buffet and time to socialize. Certificates were then presented to the parents.

Follow-on

Preschoolers are not the only group of children served in this community. Based upon the results of this series of workshops, more will be planned for other age groups to target specific areas of growth. Alternative workshops

could also be developed around a topic general enough for all age groups, such as the effects of television on children. This type of training will continue to be a valuable resource for parents, staff, and children. Parents will be able to see child growth in a more comprehensive manner and enable them to provide care that builds appropriately as a child develops. The staff will be able to understand children and better cope with and interact with children when they know the reasons for children's behavior are part of the natural process of maturation. The staff will also be able to work together with parents on a child's growth and development thus making the transitions between environments at school and at home more consistent. The children will benefit from receiving improved care from important adults in the earlier years of their lives. As parents and staff understand more fully the impact they have on a child's life, their attempts to work cohesively will provide the child an environment that builds self-esteem through discernment of a child's steps in growth.

Chapter 5

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

The majority of the parents attending the workshop (89 percent) had been using the child care services for less than one year. This may account for the fact that only 56 percent of the parents knew about the various child care programs offered and the philosophy of the organization. After the workshops were over, all of the parents agreed they knew the programs and could identify their differences.

Prior to the workshops, 78 percent of the parents felt knowledgeable about how to interact with their preschool child to enhance social, emotional, physical, and cognitive skills. However, they identified themselves as knowing little about the developmental stages of each specific area (social = 44 percent, emotional = 78 percent, physical = 67 percent, cognitive = 67 percent). After the workshops were completed, the parents identified 100 percent that they were clear as to, not only how to enhance skills, but also how the specific areas developmentally progressed.

The discussions held in the workshops revealed that the parents were able to identify visually that a child was physically growing. However, the specific knowledge about

the progression of physical development (head to foot, gross motor to fine motor) was a new awareness. This clarification helped the parents identify how their expectations of their child were causing possible frustration for the child because tasks could not be accomplished to the parents' satisfaction.

Assigning parents specific activities to do at home provided them structure to further develop their skills and helped focus their observations on their child. The questions they brought back to the next workshop attested to their having carried out the activities. Often parents stated that during the week they had unexpectedly noticed something their child had done and how it related to what was discussed in a workshop. The parents also reported being able to better identify growth in their child and enhance it in the home with materials at hand.

The pre-evaluation identified that two thirds of the parents (67 percent) understood how the center's programming incorporated the various developmental stages. At the conclusion of the workshop series, all parents rated themselves as understanding how their child's care provided for all areas of growth. Those parents who previously understood the curriculum stated that they could more clearly and precisely identify how the curriculum helped their child.

During the 10 workshops, the parents slowly bonded as they moved from sharing only positive interactions they had

with their child to admitting that some of their ideas had failed to asking advice and seeking assistance from each other. This support system worked well during the sessions. However, it is unknown if the parents will continue to seek such support now that they no longer meet together. It can only be hoped that their new understandings and experiences will make them more ready to seek information and share experiences when help is needed.

By the end of the workshop series, parent interaction in the center increased slightly in most areas evaluated. The use of open house went from 11 percent to 25 percent. The use of parent newsletters went down from 67 percent to 50 percent. After investigating this situation, it was discovered that the change from parents physically signing into the room to being scanned in by a new computer program was the cause. Newsletter were attached to the sign-in books. Since these books were no longer being used, parents were not picking up paper information. This was resolved by introducing "Parent Pockets" to the preschool rooms.

The use of notes sent home remained at 75 percent while parent conferences increased slightly from 44 percent to 50 percent. Child presentations remained a 75 percent method of involvement in the child's center life.

The greatest increase came in the area of parent group discussions. Prior to the workshops, only 11 percent of the parents surveyed felt they could be involved in this

way. After the sessions were over, 75 percent identified this as a way to be involved. The use of informal daily feed back went up from 44 percent to 100 percent.

Being involved in holiday parties increased from 44 percent to 75 percent while being involved in lunch visits went from 11 percent to 25 percent. Three areas evaluated remained at zero percent usage: pot luck meals, field trips, and Month of the Military Child activities.

The following recommendations may benefit the duplication of this series of workshops.

1. Include the center's preschool staff in the workshops. Their involvement would assist in increasing parent/staff interactions. The informal setting would also encourage the beginning of better communication and reciprocal support system.

2. Decrease the number of workshops to five or six to allow for an introduction, coverage of the four areas of development, and a conclusion. This might encourage a higher percentage of parents to attend. the instructor found the majority of parents in this community unwilling to commit themselves to 10 weeks on instruction.

3. The use of costumes could enhance and more clearly emphasize the comparison of the circus theme to specific topics. However, the instructor should allow time to change out of the costume to continue the workshop in "professional" clothing. Parents might not seriously attend to information presented by a clown.

This practicum has been shared with colleagues during the entire process. The instructor received information during the workshops that required immediate action to correct interactions within the center setting, to clarify policies, and to collect more specific materials for the upcoming session. Parents were networked to appropriate subject matter experts to assist in areas outside the instructor's area of knowledge, e.g. the clinic for a physical check-up and the speech and language pathologist for testing. The final results will be disseminated through staff meetings and used in future presentations and training workshops with center staff.

Assisting parents in understanding the growth and development of their child is necessary for child care centers to remain alive and active. Building a partnership is important to help parents increase their interactions in the center setting by better understanding how their child is being cared for in their absence.

REFERENCES

- Andrew, Mea. "Coalition Seeks Improved Child-Care Services," Missoulian (Missoula, Montana). 29 December 1988 (microfiche).
- Bass, Aaron. "Study of Parent Involvement in Early Childhood Education Programs. Report No. 7844." ERIC ED 152 400.
- Birckmayer, Jennifer. "Discipline is Not a Dirty Word: A Workshop Outline for Parents, Teachers, and Caregivers of Young Children." ERIC ED 276 521.
- Brinley, Maryann B. "Redefining Quality Time," McCall's. February 1990, p.56.
- Burgess, Joanne. "The Effects of a Training Program for Parents of Preschoolers on the Children's School Readiness." ERIC ED 202 603.
- Butt, David. "The Parent Workshop. Communication Skills. PCRP Fall 1983 Working Edition." ERIC ED 238 528.
- Carlson, Karen L., and Roger A. Russell. "An Integrative Approach to Parent Training." ERIC EJ 262 932.
- Close, Dan. "Parents Have Responsibility to be With Children, Salk Says," Wichita (Kansas) Eagle. 14 June 1990 (microfiche).
- Conwill, William L. "Training Parents in Child Behavior-Management Skills: A Group Approach." ERIC EJ 330 804.
- "Development: An Overview", Library Filmstrip Center, Curriculum Concepts, Inc., 1979 (filmstrip).
- Dewar, Helen. "Child-Care Legislation Advances," Washington (DC) Post. 24 June 1989 (microfiche).
- Elkind, David. "Parent Involvement," Parents. October 1988, p.222.
- Frede, Ellen. "Getting Involved: Workshops For Parents." ERIC ED 260 785.
- Goodman, Eileen. "Training Attention Focus - Suggestions For Parents." ERIC EJ 194 164.
- Greenberg, Polly. "Parents as Partners in Young Children's Development and Education. A New American Fad? Why Does It Matter?," Young Children. Vol. 44, No. 4. May 1989, pp.61-75.

Harvey, Chris. "Child Care Bill Clears First Hurdle in Senate," Washington (DC) Times. 23 June 1989 (microfiche).

Heinz, Rebecca S. "Practical Methods of Parent Involvement." ERIC ED 188 776.

Honig, Alice S. Parent Involvement in Early Childhood Education. National Association for Childhood Education, 1979.

Kersey, Katharine, Ed.D. Helping Your Child Handle STRESS. Washington, D.C.: Acropolis Books LTD., 1986.

Kessler, Donna. "Lessons in Parents Communication: Insights from the Parent Co-op Model," Child Care Information Exchange. 66. April 1989, pp.25-27.

Kutac, Ethel M. "Observation Training for Parents." ERIC ED 144 281.

Legg, Jackie. "All Parents Are Not Alike: Focusing on the Developmental Needs of Parents," Child Care Information Exchange. 69. October 1989, pp.43-44.

Mabon, Darlynn, and Others. "Training Manual for Local Head Start Staff. Part V." ERIC ED 284 686.

Matthews, David. "The family workshop project." ERIC EJ 372 984.

McCrea, Nadine L. "A Down-Under Approach to Parent and Child Food Fun." ERIC EJ 242 854.

Memphis State University. "Proceedings of the Workshop on Parent Involvement." ERIC ED 160 182.

Miller, Karen. Ages and Stages. Marshfield, MA: Telshare Publishing Company, Inc., 1985.

Miller, Susan A. "When Parents Want to Teach - Developing Parent Workshops." ERIC ED 223 362.

Mitchell, Grace. A Very Practical Guide To Discipline With Young Children. Marshfield, MA: Telshare Publishing Company, Inc., 1982.

Nedler, Shari. "Working with Parents on the Run." ERIC EJ 155 615.

"Observing Children", Library Filmstrip Center, Curriculum Concepts, Inc., 1979 (filmstrip).

O'Leary, Jeremiah. "White House, Democrats Differ on Ways And Means," Washington (DC) Times. 16 March 1989 (microfiche).

Palmer, Hap, Getting to Know Myself, Educational Activities, Inc., N.Y., 1972 (record).

Parikh, Jane. "Parents Urged to Help Oversee Day-Care Homes," (Michigan) Enquirer. 24 July 1988 (microfiche).

"Paying Attention to Feelings", Library Filmstrip Center, Curriculum Concepts, Inc., 1979 (filmstrip).

"Quality Child Care is Basic Training" (Child Development Center), Army Child Development Services, JAE Productions, Inc., 1989.

"Quality Child Care is Basic Training" (Family Child Care), Army Child Development Services, JAE Productions, Inc., 1989.

"Stages of Emotional Growth", Library Filmstrip Center, Curriculum Concepts, Inc., 1979 (filmstrip).

Stewart, Georgiana Liccione, Walk Like the Animals, Kimbo Educational, N.J., 1976 (record).

Turekian, Roxanne, ED., and Gwendolyn Workman, ED. "Focus Preschool: Seminars in Parenting." ERIC ED 145 959.

U.S. Department of Health and Human Services Administration for Children, Youth and Families, in cooperation with the Department of the Army. Involving Parents and Volunteers in Military Child Care Programs. September, 1980.

Walt Disney Productions, Dumbo, Buena Vista Distribution Co. Inc., 1977

White, Betsy. "Teaching Parents First," (Atlanta, Georgia) Journal. 27 November 1989 (microfiche).

APPENDIX A

CDS PARENT SATISFACTION SURVEY

ARMY CHILD DEVELOPMENT SERVICES

PARENT SATISFACTION SURVEY
Child Development Center Programs

Directions: Please Complete in Ink

I. For each statement circle Yes, No, or DK (Don't Know)

1. I can visit the center at any time of day. Yes No DK
2. The staff shares information with me about my child's activities. Yes No DK
3. The center serves nutritious snacks & meals. Yes No DK
4. Enrollment in the USDA Food Program is an advantage for my child. Yes No DK
5. The staff has told me of actions taken to reduce the possibility of child abuse. Yes No DK
6. My child usually likes to come to this center. Yes No DK
7. My child likes the staff persons assigned to his/her room. Yes No DK
8. I know the staff member who is the main person responsible for the care of my child. Yes No DK
9. I am satisfied with the physical condition of the building where the center is located. Yes No DK
10. I have discussed my role in the parent staff partnership for the care of my child. Yes No DK
11. I have good communication with me child's caregiving staff. Yes No DK
12. I have good communication with center staff as a whole. Yes No DK
13. Program assistants caring for my child have received training which helps them perform their job well. Yes No DK
14. The adults who care for my child like working with children. Yes No DK
15. The activity room staff like my child. Yes No DK

16. During parent conferences, caregiving staff give me a good understanding of their program & my child's current strengths & weaknesses. Yes No DK

II. Listed below are several statements which you may or may not think describe the Child Development Center program. Please tell us how you agree or disagree with the statements by using the scale to the right of each statement. (AS=Agree Strongly; SA=Somewhat Agree; SD=Somewhat Disagree; DS=Disagree Strongly)

	AS	SA	SD	DS
1. The center is a safe place for my child.	1	2	3	4
2. The center has convenient hours.	1	2	3	4
3. The child care in the center is affordable.	1	2	3	4
4. I like the way the center is helping my child learn.	1	2	3	4
5. The staff helps me understand how my child is developing and learning.	1	2	3	4
6. I like the way the staff guides my child's behavior.	1	2	3	4
7. My child receives good care at this center.	1	2	3	4
8. The staff is responsive, polite and courteous to me.	1	2	3	4
9. I would change child care arrangements if I could find another alternative.	1	2	3	4
10. The staff makes arrival/departure times easy for me and my child.	1	2	3	4
11. The staff shares information about helping my child.	1	2	3	4
12. The staff encourages me to participate in activities at the center.	1	2	3	4
13. The caregiving staff working with my child has been stable this year.	1	2	3	4
14. This center experiences little turnover.	1	2	3	4

AS SA SD 41
DS

15. I am a welcome visitor to the center at all times. 1 2 3 4

16. Staff are able to assist me with any special problems I have with my child. 1 2 3 4

III. Which items are important to you in selecting a center for your child? Please rank in importance with 1 = most important, 2 = more important, down to 9 = least important.

- | | |
|---------------------------|---------------------------|
| a. ___ trained staff | g. ___ safe, clean center |
| b. ___ staff credentials | building |
| c. ___ reasonable fees | h. ___ location near work |
| d. ___ hours of operation | i. other (specify): _____ |
| e. ___ quality care | _____ |
| f. ___ nutritious meal | _____ |

IV. Please check the 6 most important or interesting ways to encourage parent involvement.

- | | |
|---------------------------------|---------------------------------------|
| a. ___ open house | h. ___ pot luck supper |
| b. ___ parent newsletter | i. ___ holiday parties |
| c. ___ notes sent home | j. ___ small group breakfasts |
| d. ___ parent conferences | k. ___ lunch visits |
| e. ___ child presentations | l. ___ Month of the Military |
| f. ___ parent discussion groups | Child Activities |
| g. ___ informal daily feedback | m. ___ field trips |
| | n. ___ parent education opportunities |

V. The number of children in my child's room is:
 _____ just right
 _____ too many
 _____ could be more

VI. What this center does best is (specify): _____

VII. Overall, how satisfied are you with the services you have received from the center? (circle one response)

- | | |
|-----------------------|--------------------------|
| - Extremely satisfied | - Extremely dissatisfied |
| - Somewhat satisfies | - Somewhat dissatisfied |

VIII. Please comment on your experiences in using Army Child Development Center: _____

IX. Please comment about your experiences with Army Child Development Services: _____

X. Please complete each line of the following questions by circling one answer: Agree (A); Disagree (D); Don't Know (DK).

I feel it is important for the Army CDS program to:

- | | | | | |
|----|---|---|---|----|
| a. | Provide a consistent plan of activities individualized to meet my child's needs. | A | D | DK |
| b. | Use play as the way to promote child learning. | A | D | DK |
| c. | Help the physical development of my child by planning activities which build my child's muscles. | A | D | DK |
| d. | Aid my child's social & emotional development by providing helpful behavior management & group interaction. | A | D | DK |
| e. | Help my child's emotional development by promoting a strong self image. | A | D | DK |

PRE-EVALUATION

Caring For Preschoolers: A 3-Ring Circus
Pre-evaluation

44

1. I have been using Child Development Services (CDS) for (circle one):

1-6 mon. 6-12 mon. 1-1 1/2 yrs. 1 1/2-2 yrs.
2-2 1/2 yrs. 2 1/2-3 yrs. 3 yrs. or more

Listed below are several statements you may or may not think describe your knowledge about child growth and development. Please tell how you agree or disagree with the statements by using the scale to the right of each statement. (AS=Agree Strongly; SA=Somewhat Agree; SD=Somewhat Disagree; DS=Disagree Strongly)

	AS	SA	SD	DS
2. I know the four programs offered by CDS.	1	2	3	4
3. I know the similarities & differences of the four CDS programs.	1	2	3	4
4. The staff shares information with me about my child's activities.	1	2	3	4
5. I have discussed my role in the parent/staff partnership for care of my child.	1	2	3	4
6. Staff are able to assist me with any special problems I have with my child.	1	2	3	4
7. I feel knowledgeable about how to interact with my preschool child to enhance social, emotional, physical & cognitive skills.	1	2	3	4
8. I know the developmental stages of my preschool child's social skills.	1	2	3	4
9. I know the emotional developmental stages of my preschool child.	1	2	3	4
10. I have been told of actions taken to reduce the possibility of child abuse.	1	2	3	4
11. I know the developmental stages of my preschool child's physical skills.	1	2	3	4
12. I know how my preschool child grows in learning & knowledge.	1	2	3	4

	AS	SA	SD	DS
13. I am knowledgeable about the curriculum provided for my child.	1	2	3	4
14. I understand the use of themes for planning activities for preschoolers.	1	2	3	4
15. I understand the reasoning behind preparing children for an activity.	1	2	3	4
16. Please check all the ways you have been involved in your child's center life as a parent.				
a. --- open house				
b. --- parent newsletter				
c. --- notes sent home				
d. --- parent conferences				
e. --- child presentations				
f. --- parent discussion group				
g. --- informal daily feedback				
h. --- pot luck meals				
i. --- holiday parties				
j. --- lunch visits				
k. --- field trips				
l. --- Month of Military Child Activities				

POSTEVALUATION

Caring For Preschoolers: A 3-Ring Circus
Postevaluation

47

1. I have been using Child Development Services (CDS) for (circle one):

1-6 mon. 6-12 mon. 1-1 1/2 yrs. 1 1/2-2 yrs.
2-2 1/2 yrs. 2 1/2-3 yrs. 3 yrs. or more

Listed below are several statements you may or may not think describe your knowledge about child growth and development. Please tell how you agree or disagree with the statements by using the scale to the right of each statement. (AS=Agree Strongly; SA=Somewhat Agree; SD=Somewhat Disagree; DS=Disagree Strongly)

	AS	SA	SD	DS
2. I know the four programs offered by CDS.	1	2	3	4
3. I know the similarities & differences of the four CDS programs.	1	2	3	4
4. The staff shares information with me about my child's activities.	1	2	3	4
5. I have discussed my role in the parent/staff partnership for care of my child.	1	2	3	4
6. Staff are able to assist me with any special problems I have with my child.	1	2	3	4
7. I feel knowledgeable about how to interact with my preschool child to enhance social, emotional, physical & cognitive skills.	1	2	3	4
8. I know the developmental stages of my preschool child's social skills.	1	2	3	4
9. I know the emotional developmental stages of my preschool child.	1	2	3	4
10. I have been told of actions taken to reduce the possibility of child abuse.	1	2	3	4
11. I know the developmental stages of my preschool child's physical skills.	1	2	3	4
12. I know how my preschool child grows in learning & knowledge.	1	2	3	4

- | | AS | SA | SD | 48
DS |
|---|----|----|----|----------|
| 13. I am knowledgeable about the curriculum provided for my child. | 1 | 2 | 3 | 4 |
| 14. I understand the use of themes for planning activities for preschoolers. | 1 | 2 | 3 | 4 |
| 15. I understand the reasoning behind preparing children for an activity. | 1 | 2 | 3 | 4 |
| 16. Please check all the ways you have been involved in your child's center life as a parent. | | | | |
| a. --- open house | | | | |
| b. --- parent newsletter | | | | |
| c. --- notes sent home | | | | |
| d. --- parent conferences | | | | |
| e. --- child presentations | | | | |
| f. --- parent discussion group | | | | |
| g. --- informal daily feedback | | | | |
| h. --- pot luck meals | | | | |
| i. --- holiday parties | | | | |
| j. --- lunch visits | | | | |
| k. --- field trips | | | | |
| l. --- Month of Military Child Activities | | | | |
| 17. General Comments: | | | | |

APPENDIX D



CARING FOR PRESCHOOLERS:

A 3-RING CIRCUS

CHILD DEVELOPMENT SERVICES IS OFFERING A
CHANCE TO CLOWN AROUND & GET TO KNOW
HOW YOUR PRESCHOOL CHILD LEARNS.

10 ACTIVITY SESSIONS HAVE BEEN PLANNED BUT
THE PARTICIPANTS ARE MISSING. PLEASE FILL
OUT THE ATTACHED FORM & RETURN TO YOUR
CHILD'S PROGRAM DIRECTOR BY 16 JAN 1991.
THE ACTIVITIES ARE TO BEGIN THE LAST WEEK
OF JANUARY 1991.

THE CIRCUS MASTER WILL BE KEITH GROSS
CDS EDUCATION PROGRAM SPECIALIST
440-6294





CARING FOR PRESCHOOLERS:

A 3-RING CIRCUS

THE 10 ACTIVITY SESSIONS ARE:

- WEEK 1: A GENERAL INTRODUCTION TO CHILDREN
& CHILD CARE PROGRAMMING
- WEEK 2: DEVELOPMENTAL PROGRESSION
- WEEK 3: SOCIAL DEVELOPMENT
- WEEK 4: EMOTIONAL DEVELOPMENT
- WEEK 5: PHYSICAL DEVELOPMENT
- WEEK 6: COGNITIVE DEVELOPMENT
- WEEK 7: PREPARE FOR CIRCUS TRIP
- WEEK 8: TRIP TO CIRCUS KRONE
- WEEK 9: SHARE FOLLOW-UP ACTIVITIES
- WEEK 10: CENTER PROGRAMMING & CONCLUSION





CARING FOR PRESCHOOLERS:



A 3-RING CIRCUS

PLEASE FILL OUT THIS FORM & RETURN IT TO
YOUR CHILD'S PROGRAM DIRECTOR BY
16 JANUARY 1991.

I AM/WE ARE AVAILABLE:
(CIRCLE ALL THAT APPLY)

MON TUES WED THURS FRI SAT

FROM: (CIRCLE ALL THAT APPLY)

0800-1000 0900-1100 1000-1200
1300-1500 1400-1600 1800-2000

I WILL ATTEND IF CHILD CARE IS PROVIDED: ____

I CAN FIND MY OWN CHILD CARE: ____

I CAN NOT ATTEND: ____



Number of Children: ____

Ages of Children: ____

Number of Adults: ____



SIGNATURE: _____

MEMORANDUM FOR Mr. & Mrs. Oliver

SUBJECT: Caring For Preschoolers: A 3-Ring Circus

1. I want to first thank you for your response stating your interest in these 10 sessions and the desire to increase your knowledge about your preschool child(ren).

2. The logistics of the sessions have been completed. The 10 workshops will be held on Saturdays from 1400-1600. There will be 11 participants. The sessions will be held in the Child Development Center (CDC), room 5. Child care will be provided directly next door in room 4. Two trained CDS staff will be with the 11 children.

3. The following is a schedule of the 10 activity sessions with dates. Please mark your calendars.

Week 1: 2 Feb - A General Introduction to Children &
Child Care Programming
Week 2: 9 Feb - Developmental Progression
Week 3: 16 Feb - Social Development
Week 4: 23 Feb - Emotional Development
Week 5: 2 Mar - Physical Development
Week 6: 9 Mar - Cognitive Development
Week 7: 16 Mar - Prepare for the Circus Trip
Week 8: 23 Mar - Trip to Circus Krone
Week 9: 30 Mar - Share Follow-up Activities
Week 10: 6 Apr - Center Programming and Conclusion

4. A concluding remark: The present Middle East situation does raise tension levels and requires extra safety/security measures. The CDC will be locked during these sessions if the present situation requires such measures at that time. You will need to bring your ID cards to enter the facility. I also have to inform the DPCA who may decide to cancel the sessions for security reasons. I will keep you informed. But, for now, plan "business as usual" and be ready for 10 weeks of fun, learning and growth.

5. For questions or further clarification, please contact me, without hesitation, at 440-6294. I would like to chat with you just to help us become a bit more familiar with each other before we meet face-to-face.

Vernon Keith Gross
Education Program Specialist

WORKSHOP OUTLINES

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_1

Session__1: A general introduction to children and child care programming.

1. Materials,

a. Attendance sheet, name tags, chairs, pencils, game tags, tape, butcher block and marker.
(These are to be used at every session.)

b. Video machine, television.

c. Videos: "Quality Care is Basic Training".

Child Development Center and Family
Child Care.

d. Juice, crackers, napkins, cups. (These are to be used at every session.)

e. Handouts: Pre-evaluation.

Goals_of_the_10_Workshops.

The_10_Activity_Sessions.

CDS_Organizational_Chart.

Activities_to_do_at_Home.

2. All meet in one room, introduce staff, move adults to the other room.

3. General introduction of instructor, parents introduce themselves and explain goals of the sessions. Comparison of a circus ticket seller and trying to sell the workshop.

4. Introduction Game.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_1

Session__1: A general introduction to children and child care programming (continued).

5. Description of subsequent evening topics and how they will help answer parent questions.
6. Date and time for special circus trip; deadline the fifth session.
7. Pre-evaluation given.
8. Explain CDS and its four programs using organization chart.
9. Viewing of "Quality Child Care is Basic Training" (Child Development Center) video.
10. Break shared with children. (This is to be done at every session.)
11. Viewing of "Quality Child Care is Basic Training" (Family Child Care) video.
12. General comments and questions.
13. Introduction of activities to do at home. Clarify the four developmental areas.
14. Get children, clean up, and leave.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week 1

Session 1: A general introduction to children and child care programming.

Attendance Chart

Names	Dates											
	February						March				April	
	1	2	9	16	23	30	1	2	9	16	23	30
MINDY	1	1	1	1	1	1	1	1	1	1	1	1
CINDY	1	1	1	1	1	1	1	1	1	1	1	1
Amy	1	1	1	1	1	1	1	1	1	1	1	1
Sonya	1	1	1	1	1	1	1	1	1	1	1	1
LISA	1	1	1	1	1	1	1	1	1	1	1	1
KEITH	1	1	1	1	1	1	1	1	1	1	1	1
Natasha	1	1	1	1	1	1	1	1	1	1	1	1
Keith, Jr	1	1	1	1	1	1	1	1	1	1	1	1
PATRICE	1	1	1	1	1	1	1	1	1	1	1	1
ALBERT	1	1	1	1	1	1	1	1	1	1	1	1
Albertinal	1	1	1	1	1	1	1	1	1	1	1	1
Jessica	1	1	1	1	1	1	1	1	1	1	1	1
JUDY	1	1	1	1	1	1	1	1	1	1	1	1
HAROLD	1	1	1	1	1	1	1	1	1	1	1	1
Janelle	1	1	1	1	1	1	1	1	1	1	1	1

Names in capital letter are parents. Names in small letters are the children cared for during the sessions.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_1

Session__1: A general introduction to children and child care programming.

Goals_of_the_10_Workshops

1. To provide an introduction and clarification of the four Child Development Services (CDS) programs.
2. To provide an introduction of CDS programming.
3. To provide information on the developmental stages of preschool children in the areas of:
 - a. Social.
 - b. Emotional.
 - c. Physical.
 - d. Cognitive.
4. To provide a parallel in the parent sessions to the preschool curriculum on the use of thematic instruction.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_1

Session__1: A general introduction to children and child care programming.

Introduction_Game

1. Make four different types of name tags. On each write one of the following words:
 - a. Infant.
 - b. Toddler.
 - c. Preschooler.
 - d. School Age.
2. Make enough to have one for each participant. Also make an equal amount of each type so there is at least one pair for each word.
3. Tape a tag on the back of each participant.
4. The participants must read the tag on one other person. Then s/he must act it out without using words to try and let the person know what is on the tag. Each participant must move among the group to find his/her match.
5. After this is completed, chart the characteristics that the participants used to depict the child of that age. Discuss why these were chosen and state that the information will be used in the following workshops.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week 1

Session 1: A general introduction to children
and child care programming.



CARING FOR PRESCHOOLERS:

A 3-RING CIRCUS

THE 10 ACTIVITY SESSIONS ARE:

- 2 FEB: A GENERAL INTRODUCTION TO CHILDREN
& CHILD CARE PROGRAMMING
- 9 FEB: DEVELOPMENTAL PROGRESSION
- 16 FEB: SOCIAL DEVELOPMENT
- 23 FEB: EMOTIONAL DEVELOPMENT
- 2 MAR: PHYSICAL DEVELOPMENT
- 9 MAR: COGNITIVE DEVELOPMENT
- 16 MAR: PREPARE FOR CIRCUS TRIP
- 23 MAR: TRIP TO CIRCUS KRONE
- 30 MAR: SHARE FOLLOW-UP ACTIVITIES
- 6 APR: CENTER PROGRAMMING & CONCLUSION

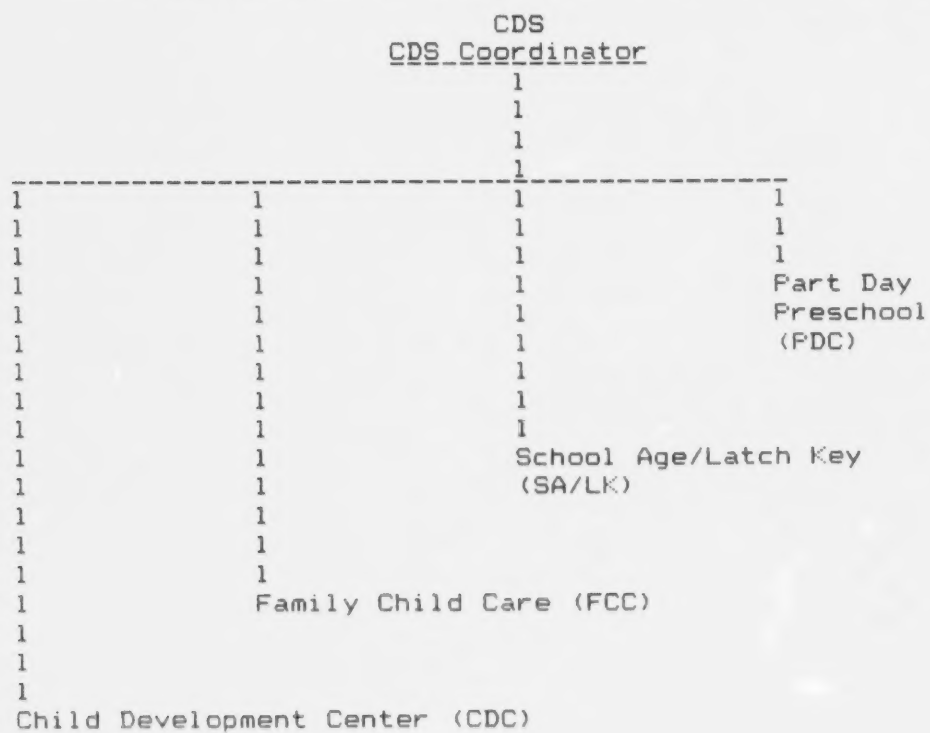


Theme: Caring for Preschoolers: A 3-Ring Circus

Week 1

Session 1: A general introduction to children and child care programming.

Child Development Services (CDS) Organizational Chart



Theme: Caring for Preschoolers: A 3-Ring Circus

Week_1

Session__1: A general introduction to children and child care programming.

Activities_to_do_at_Home

Collect memories of your preschool child at the ages stated below in the areas of social, emotional, physical, and cognitive learning.

<u>AGE</u>	<u>1</u>	<u>SOCIAL</u>	<u>1</u>	<u>EMOTIONAL</u>	<u>1</u>	<u>PHYSICAL</u>	<u>1</u>	<u>COGNITIVE</u>
	1		1		1		1	
	1		1		1		1	
0-1	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
1-2	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
2-3	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
3-4	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
4-5	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
	1		1		1		1	
	1		1		1		1	

Social = interactions with people
 Emotional = bonding, fear, joy, etc.
 Physical = muscle control
 Cognitive = thinking, rationalization

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_2

Session_2: Developmental Progression.

1. Materials.
 - a. Handouts: Characteristics_of_Infants.
Characteristics_of_Two-Year-Olds.
Characteristics_of_Three-Year-Olds.
Characteristics_of_Four-Year-Olds.
Characteristics_of_Five-Year-Olds.
Activities_to_do_at_Home.
 - b. Workshop evaluation.
2. Discussion about a circus director and how this character relates to parents needing to direct a number of activities at one time.
3. Review "Activities to do at Home" from week 1.
4. A detailed discussion of a child's growth and development using the developmental characteristic charts while touring the center.
5. Stress the importance of parent involvement at these ages for specific reasons (ie: bonding, stability, security, independence, etc.).
6. Lay a good foundation of the overall growth of a child.
7. Break shared with the children.
8. Provide opportunity for parents to share experiences to clarify points.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_2

Session_2: Developmental Progression (continued).

9. Review of activities to do at home.
10. Evaluation of presentation by participants
(Appendix F: 105).

CHARACTERISTICS OF INFANTSBIRTH TO THREE MONTHS:

Lifts head when held at shoulder
 Responds to bell or rattle
 Vocalizes (ah, eh, coos)

Smiles spontaneously
 Follows moving person

THREE TO FIVE MONTHS:

Smiles responsively
 In sitting position head is
 erect & steady
 Both hands approach object

Laughs aloud
 Rolls over
 Smiles at reflection
 Begin crawl movements

FIVE TO NINE MONTHS:

Transfers object, hand-to-hand
 Squeals with joy/pleasure
 Holds 2 toys or cubes

Sits without support
 Reaches/grasps toy

SIX TO TWELVE MONTHS:

Crawls/progresses on stomach
 Gets to sitting position alone
 Exhibits thumb-finger grasp
 Vocalized 4 different syllables

Hitches while sitting
 Imitate speech sounds
 Says "mama" or "dada"
 Stands holding on

NINE TO FIFTEEN MONTHS:

Cooperates in playing pat-a-cake
 Walks holding on to furniture

Stands alone
 Looks at pictures

ELEVEN TO FIFTEEN MONTHS:

Neat pincer grasp (raisin)
 Indicates/gestures without
 crying
 Drinks from cup/glass
 unassisted but spills

Walks alone, toddling
 Imitates words

TWELVE TO EIGHTEEN MONTHS:

Scribbles spontaneously
 3 words other than mama/dada

Stacks blocks 2 high
 Turns pages of book

CHARACTERISTICS OF TWO-YEAR-OLDSSOCIAL-EMOTIONAL BEHAVIORS

Plays alone (Parallel Play)	Strongly possessive
Slow to adjust to a group	Dependent on adult "warmth"
Needs a small group	Observes/copies parent actions
Temper tantrums	Shows anger & affection
Begins to be assertive	Does opposite of what is told
Anxious over separation	Shows frustration if not understood
Becomes aware of body	Tends to exhibit negativism-NO
Tests limits	Develops control of self
Enjoys house play	Aggressive (slap, bite, hit)
Enjoys surprises	

PERCEPTUAL-MOTOR BEHAVIORS

Enjoys random activities	Likes repetition of activities
Walks/runs without falling	Drinks from cup alone
Turns pages of a book	Scribbles spontaneously
Walks backwards	Loves to practice new skills
Stacks 2-3 blocks	Likes physical activity
Feeds self with spoon	Increasing finger skills
Climbs & sits in a chair	Walks upstairs without help
Chews solid foods	Carry/push/pull large toys
Tells when wet/soiled	Drinks from a small cup

COGNITIVE BEHAVIORS

Points to body parts	Thinking is simple & direct
Needs stable environment	Urgent need to explore
Responds to simple requests	Speaks in short sentences (3)
Imitates words & sounds	Interest in communicating grows
Understands more than can say	Loves to play with objects
Recognizes self in mirror	Makes simple choices
Uses language to serve immediate needs	Begins to use "me", "I", and "you"

CHARACTERISTICS OF THREE-YEAR-OLDSSOCIAL-EMOTIONAL BEHAVIORS

Knows self as individual	Learns to share toys
Plays independently	Cannot share work space
Feels empathy	Waits & takes turns
Rests for 10 minutes	Enjoys dress-up clothes
Enjoys simple humor	Enjoys floor play
Enjoys praise	Proud of what s/he makes
Helps with adult house activities	Separates from parent to go to preschool
Invents people & objects	Plays with others

PERCEPTUAL-MOTOR BEHAVIORS

Climbs stairs unassisted	Learns to hop
Jump/walk/run with music	Throws overhead
Rolls balls with direction	Enjoys easel painting
Sits with feet crossed	Catches large ball
Turns corner wide with tricycle	Walks on tiptoe
Stops & goes on slide	Buttons & unbuttons
Holds crayon with fingers	Copies a cross on paper
Walks across a walking board holding adult hand	Cuts with scissors

COGNITIVE BEHAVIORS

Likes to talk with adults	Asks questions
Talks to self in monologue	Says full name
Has 250-900 word vocabulary	Tells action in picture
Listens longer to stories	Sings, laughs
Says simple nursery rhymes	Speaks in 6-word sentences
Repeats 3 numerals	Counts to 5 in imitation
Identifies man drawing	Builds 3-block bridge
Can point to parts of body	Identifies big & little
Can point to smaller of two squares	Works puzzles with as many as 7 pieces
Builds tower of 5 graduated blocks	Understands prepositions (on, under, inside)

CHARACTERISTICS OF FOUR-YEAR-OLDSSOCIAL-EMOTIONAL BEHAVIORS

Plays with small group	Likes birthday parties
Talks about inviting or not inviting someone	Learns to express sympathy
Likes to brag	Shows off in dress-up clothes
Runs ahead but waits at corner	Likes to go on trips
Acts silly if tired	Interested in rules
Aware of sexual differences	Plans ahead with adults
	Answers telephone efficiently
	Courteous without verbal clues

PERCEPTUAL-MOTOR BEHAVIORS

Walks alone up & down stairs, 1 foot per stair	Climbs ladder & trees
Hops on 1 foot	Runs on tiptoe
Cuts with scissors on line	Gallops to music
Builds tower of 10 blocks or more	Bounces large ball
Balances on walking board	Eats with fork & spoon
Adds 3 parts to incomplete man	Dresses self except tying shoe laces
Folds & crease paper 3 times	Builds building with blocks
	Draws man with 2 or more parts
	Draws & paints recognizable objects
	Copies square

COGNITIVE BEHAVIORS

Can identify and point to picture described
 Matches & names 4 basic colors
 "Reads" pictures
 Counts & touches 4 or more objects
 Gives home address & age
 Can tell what material objects are made of
 Ask for explanations
 Interested in death
 Makes up words & rhymes
 Learns to distinguish between fact & fantasy
 Likes to finish activities
 Can compare 3 pictures
 Can tell likenesses & differences in 3 out of 6 pictures
 Carries out a series of 3 directions

CHARACTERISTICS OF FIVE-YEAR-OLDSSOCIAL-EMOTIONAL BEHAVIORS

Pleased & conscious of new maturity	Has more cooperative play
Gets along well in small groups	Likes to play house & baby
Begins to show respect for group property & rights of others	Conforms to adult ideas
Begins to distinguish masculine & feminine roles	Likes to have rules
	Has poise & control
	Proud of what is done
	Chooses own friends
	Irritable & cross only when tired & hungry

PERCEPTUAL-MOTOR BEHAVIORS

Able to sit longer	Explores neighborhood
Has more hand-eye control	Prints first name
Prints numerals 1-5	Can trace a diamond
Draws a triangle	Studies for reality in drawing & painting
Self-sufficient in personal care	Does simple errands
Can roller skate	Skips on alternate feet
Can jump rope	Likes to eat simple foods
Runs, skips & dances in response to music	Catches a ball 5" in diameter
Uses knife & fork	Learns to use overhead ladder
Draws person with major body parts & features	Washes & dries face & hands without getting clothes wet

COGNITIVE BEHAVIORS

Identifies pennies, nickels, and dimes
 Interested in clock & time
 Draws what s/he has in mind at the moment
 Recognizes some numerals & letters
 Tells what numeral follows another through 10
 Listens & takes turns in group discussions
 Knows agent (producer) of 15-20 actions
 Works with several children to lay out simple "maps" with
 blocks, showing streets & buildings & their locations
 Learns left from right
 Speaks fluently & correctly except s/f/th
 Loves stories & acts them out
 Asks meaning of words
 Places 10 or more pieces to complete puzzle
 Can tell how a crayon & pencil are the same & different

Theme: Caring for Preschoolers: A 3-Ring Circus

Week 2

Session 2: Developmental Progression.

Activities to do at Home

Using the list of Developmental Characteristics for 3- and 4-year-old children, observe your preschool child. Make specific notes in the chart below on how your preschooler is growing.

AREA	1	HOW OUR PRESCHOOLER SHOWS THIS
SOCIAL	1	
	1	
	1	
	1	
	1	
	1	
	1	
	1	
EMOTIONAL	1	
	1	
	1	
	1	
	1	
	1	
	1	
	1	
PHYSICAL	1	
	1	
	1	
	1	
	1	
	1	
	1	
	1	
COGNITIVE	1	
	1	
	1	
	1	
	1	
	1	
	1	
	1	

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_3

Session_3: Social Development.

1. Materials.
 - a. Circus Seating Chart, reduced price tickets.
 - b. Filmstrip projector, screen.
 - c. Filmstrips: "The Importance of Play".
"Observing Children".
 - d. Actual preschool class and materials.
 - e. Handout: Activities to do at Home.
 - f. Workshop evaluations.
2. Discuss circus seats and costs.
3. Share "Activities to do at Home" from week 2 and chart on butcher block.
4. Discussion about a clown and how this character relates to children needing to develop social skills.
5. View filmstrip "The Importance of Play".
6. A more detailed discussion on how a child develops and receives help to improve social skills as a preschooler.
7. Assist in answering parent questions on their child's social behavior.
8. Break shared with children.
9. Provide tips on dealing with behavior in public.
Include feeling socially safe getting to the

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_3

Session_3: Social Development (continued).

seats, finding the bathrooms, asking for help,
etcetera at the circus.

10. View filmstrip "Observing Children".
11. Review activities to do at home.
12. Evaluation of presentation by participants.

Theme: Caring for Preschoolers: A 3-Ring CircusWeek_3Session_3: Social Development.Activities_to_do_at_Home

Using the list of developmental characteristics for 3- and 4-year-old children, observe your preschool child. Make specific comments below about your preschooler's social development. Some questions you have been provided to help guide your observations.

1. Does our preschooler recognize him/herself? In a mirror? Express sympathy? Show empathy? Enjoy humor? Enjoy praise? Brag? Aware of sexual differences? Courteous?

2. How does our preschooler play? Independently? In small groups? In large groups? What is his/her attention span? Does s/he pretend? Have pretend friends? Share?

3. How does our preschooler interact with others? Help at home? Shares work space with others? Waits? Takes turns? Able to separate from parents? Plans with adults?

4. General observations (please use the reverse side, if necessary):

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_4

Session_4: Emotional Development.

1. Materials.
 - a. Filmstrip projector, screen, extension cord.
 - b. Book - DUMBO.
 - c. Filmstrips: "Stages of Emotional Growth".
"Paying Attention to Feelings".
 - d. ILAC visual.
 - e. Handouts: Stages_of_Emotional_Growth.
Activities_to_do_at_Home.
 - f. Workshop evaluations.
2. Share "Activities to do at Home" from week 3.
3. Discussion about a knife thrower and how this character relates to the edginess of a child's emotions.
4. Read beginning of the book Dumbo and compare the emotional development of the elephant to children.
5. View filmstrip "Stages of Emotional Growth" with follow-up discussion.
6. Using points discussed previously under social development, emphasize how types of interaction or lack of interaction effect emotional development; also relate how emotional growth comes from being secure.
7. Break - eat with children.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_4

Session_4: Emotional Development (continued).

8. Do ILAC visual.
9. Review handout Stages_of_Emotional_Growth.
10. View filmstrip "Paying Attention to Feelings".
11. Review activities to do at home.
12. Evaluation of presentation by participants.

ILAC

(I am Lovable and Caring)

Materials:

- a. Piece of paper.
- b. Marker.

Procedures:

- a. Write ILAC on the paper.
- b. Ask what participants think it is.
- c. Tell them it stands for "I am Lovable and Caring".
- d. Hold it so the letters face the audience. Start to tear off pieces of the paper as you say things parents might say to their children. Examples:
 - 1. Get up and stop being lazy!
 - 2. Why aren't you ready for school yet?
 - 3. Don't go sliding in the snow with those shoes!
 - 4. Hurry up and get into your room!
- e. By the end there should be only a small piece of paper left.
- f. State something to the effect:
How much is left of the child by the end of the day? This is what is left of the love and care that began the day with the child.

Theme: Caring for Preschoolers: A 3-Ring CircusWeek 4Session 4: Emotional Development.STAGES OF EMOTIONAL GROWTH

Between the ages of 2 and 4, children are much better able to handle emotions. Experience is an important reason for this. Emotions may continue to be fast-changing and extreme, but the child begins to recognize his or her own emotions. Experience and memory enable the child to match an emotion with one that was felt before. Learning how to talk also helps children deal with emotions. Much frustration is relieved when children can talk about their feelings.

Three-year-olds appear to have settled down some from the frustrations of being only 2, when they couldn't express themselves well, defend themselves, or manage on their own as much as they wished. Three-year-olds often appear easy-going, cooperative, trusting, and loving. Threes are moving away from the close dependency on adults during their earlier years. They no longer need the close supervision of adults. However, family members and caregivers are still very important. Three-year-olds like to imitate and help adults. They frequently look to the adult for attention, approval, and praise. They like the security of physical contact with adults and seek a lap to sit on, a comforting body to lean against, or a hand to hold. Three-year-olds' appetites often change, and they can become "picky" eaters. They sometimes develop fears, have nightmares, and want to crawl into bed with their parents. These difficulties usually pass fairly easily if adults handle them with patience and understanding.

Somewhere between the ages of 3 and 4, children may go through another, often dramatic change. Parents and caregivers will wonder what happened to that nice, sweet child. The children seem to swing back and forth between "babyish" ways and striving for independence.

In contrast to younger threes, some 4-year-olds seem noisy, active, and bossy. They may want to fix their own meals. They still go to adults when they need help or comfort, but they may not want to sit on a lap or be fussed over. They like to talk with adults. They want information, and they want to be listened to.

Four-year-olds frequently push themselves to be big and powerful. They boast and may make fun of younger children. They would especially like to be more powerful than adults. They are impressed by, and want to imitate, difficult physical skills. For example, they may want to

Theme: Caring for Preschoolers: A 3-Ring CircusWeek 4Session 4: Emotional Development.STAGES OF EMOTIONAL GROWTH
(continued)

climb up or jump off high things. They play at being kings, queens, and heroes able to carry out magical feats. "Good guys" and "bad guys" are often pitted against each other in imaginative play. Four-year-olds are also concerned with their identities as males and females. They often take on stereotyped images of male and female adult roles in their make-believe play.

Four-year-olds take a great interest in their bodies and what makes them work. Fears about injury may increase. They may ask, "What would happen if...?" and want to know how they would be taken care of and how the body heals itself. They also begin to ask questions and express fear about death. Fours often use make-believe play as a way of acting out their fears about bodily harm and death.

At this age, as at younger ages, it is important to allow children to express emotions freely (except for those which are obviously hostile, including temper tantrums). This is especially important now that children can talk. You can help greatly by encouraging children to begin trying to talk about their feelings. Allow them to express negative emotions, even those which are directed at you. Before becoming angry at a child, pause a moment and consider why the child might be angry with you. Expressing negative emotions constructively is an important part of growing up, and your Family Day Care children will need your help in learning how to do this.

Preschool children will also begin taking great pride in things they can do themselves. It's important for them to be noticed and to be praised by you. But don't praise a child for everything, especially if what the child did is obviously below his or her abilities. If you know a child can handle more difficult things, keep your praise to a minimum and encourage the child to try harder. In this way, you may avoid feelings of rejection on the part of the child and encourage him or her to have confidence to try newer, harder things.

from DAY CARE TRAINING CURRICULUM, Curriculum Concepts, Inc., 1979.

Week_4

Session_4: Emotional Development.

Activities to do at Home

Observe your preschool child this week. Make specific comments below according to the questions asked below.

1. How does our child look and act when happy?
2. What makes our child happy?
3. How does our child look and act when sad?
4. What makes our child sad?
5. How does our child look and act when frightened?
6. What frightens our child?

Theme: Caring for Preschoolers: A 3-Ring Circus

Week 5

Session 5: Physical Development.

1. Materials.

- a. Handouts: Developmental Charts from week 2.

Activities to do at Home, Gross
Motor Skills.

Activities to do at Home, Fine
Motor Skills.

- b. Gross Motor room equipment: balance beam,
balls, walking cups.

- c. Fine Motor room equipment: beads, puzzles,
legos, etch-a-sketch, mechanical disks,
bristle blocks.

- d. Records: Walk Like the Animals.
Getting to Know Myself.

- e. Workshop evaluations.

2. Money for circus tickets and correct spelling of
names for the certificates.

3. Share "Activities to do at Home" from week 4.

4. Discussion about a tight rope walker and how this
character relates to the various physical demands
of a preschool child.

5. Review developmental charts: Physical section.

6. Use materials for gross motor skills and have
parents describe what they learned from them

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_5

Session_5: Physical Development (continued).

physically. Chart.

7. Have parents state how their preschoolers use these muscles at home in various areas of the home.
8. Break shared with the children.
9. Review developmental charts: Physical section.
10. Use materials for fine motor skills and have parents describe what they learned from them physically. Chart.
11. Have parents state how their preschoolers use these muscles at home in various areas of the home.
12. Entertain parent questions. Emphasize how parent expectations may be too high and causing the child frustration because his/her skill level is not that advanced. This can then lead to discipline problems.
13. Review "Activities to do at Home".
14. Do activities from the records.
15. Evaluation of presentation by participants.

Theme: Caring for Preschoolers: A 3-Ring CircusWeek 5Session 5: Physical Development.Activities to do at Home

In the next week, try some of the activities below to see how your preschool child is developing physical skills. You will then have a better picture of the types of activities your child can do around the home with and without your supervision.

GROSS MOTOR SKILL

These are using the large body muscles: legs, trunk, arms, neck.

Legs

1. Standing on both feet.
2. Standing on the right foot - holding and not holding.
3. Standing on the left foot - holding and not holding.
4. Jumping on both feet together and apart.
5. Jumping on the right foot.
6. Jumping on the left foot.
7. Jumping over objects of various heights.
8. Running, skipping, galloping.

Trunk

1. Twisting left and right.
2. Bending forward and back.

Arms

1. Catching with both hands.
2. Catching with the right hand.
3. Catching with the left hand.
4. Throwing with both hands: overarm and underarm.
5. Throwing with the right hand: overarm and underarm.
6. Throwing with the left hand: overarm and underarm.
7. Bouncing a ball with both hands.
8. Bouncing a ball with the right hand.
9. Bouncing a ball with the left hand.

Neck

1. Twisting left and right.
2. Bending forward and back.

Games to Incorporate These Movements

hop	scotch	jump rope	balance beam
exercises		ball games	relays

Theme: Caring for Preschoolers: A 3-Ring CircusWeek 5Session 5: Physical Development.Activities to do at Home

In the next week, try some of the activities below to see how your preschool child is developing physical skills. You will then have a better picture of the types of activities your child can do around the home with and without your supervision.

FINE MOTOR SKILL

These are using the small body muscles: toes, knees, fingers, elbows, mouth.

Toes

1. Wiggle them.
2. Stand on tip toes.
3. Walk on tip toes.
4. Push things with toes.

Knees

1. Knee bends.
2. Kicking with bent leg.
3. Bicycling on your back.

Fingers

1. Puzzles.
2. Beading.
3. Folding.
4. Picking things up.
5. Eating with utensils.
6. Turning book pages.

Elbows

1. Bend elbows.
2. Throwing with bent arm.
3. Lifting weights (curling).

Mouth

1. Talking.
2. Singing.
3. Reading.
4. Noise games.
5. Chewing.

Games to Incorporate These Movements

Foot games	Leg exercises	Folding wash
Setting table	Voice games	Arm games

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_6

Session_6: Cognitive Development.

1. Materials.

- a. Water table, measuring cups, corks, stones, tubes, funnels, sieve, watering can.
- b. Puzzles, ABC forms, stencils, homemade nesting blocks, cutting table.
- c. Handouts: Developmental charts from week 2.

Activities to do at Home.

- d. Record: "Learning Basic Skills Through Music".
 - e. Workshop evaluations.
2. Share "Activities to do at Home" from week 5.
 3. Discussion about a magician and how understanding the human mind works. There is a process happening but we can not see every step and suddenly there are results.
 4. Review developmental chart: Cognitive section.
 5. Use materials for cognitive development (water table) and have parents describe what they learned. Chart.
 6. Have parents state how their preschoolers can learn these concepts at home.
 7. Break shared with the children.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_6

Session_6: Cognitive Development (continued).

8. Use other materials for cognitive learning (puzzles, stencils, etc.) and have parents describe what they learn. Chart.
9. Have parents state how their preschoolers can learn these concepts at home.
10. Entertain Parent questions.
11. Review "Activities to do at Home".
12. Do record activities.
13. Evaluation of presentation by participants.

Theme: Caring for Preschoolers: A 3-Ring CircusWeek_6Session_6: Cognitive Development.Activities_to_do_at_Home

In the next week, try some of the activities below to see how your preschool child is developing cognitive skills. You will have a better idea of the types of activities your child can do around the home with and without your supervision.

COGNITIVE DEVELOPMENT

Simply put, developing the mind is to let your child explore his/her world. Experiences that teach a child to discover and that increase interest in his/her world are also helping cognitive development. These do not have to be great discoveries like finding electricity or a great awareness like Newton's Apple. Learning comes from being able to observe everyday processes of life like a fly walking on the wall, wind blowing the leaves, or hanging objects magnetically on the refrigerator.

The following are ideas to use in various parts of the home. These activities plus adults guiding the experience with appropriate questions will greatly enhance your child's learning.

The_Bedroom

1. Hard and Soft Properties.
 - a. Touch the bed and frame and compare.
 - b. Clothing - hanger, closet.
 - c. Clothing - dresser, drawer.
 - d. Floor and carpet.
 - e. Powder box and powder.
 - f. Lipstick and case.
2. Questions - Why do hard and soft come together?
 - a. Comfort - lay on floor without carpet.
- lay on bed without mattress.
 - b. Protection - powder without box blows away.
- Lipstick without case melts.
 - c. To keep shape - clothing with hanger.
- dressers and neatness.
- waterbed and frame.
3. Light and Heavy Properties.
 - a. What can be picked up/what not?
 - b. Look at list of items, what makes light items pickupable? (size, shape)
 - c. Look at list of items, what makes heavy items unpickupable? (weight)

Theme: Caring for Preschoolers: A 3-Ring CircusWeek 6Session 6: Cognitive Development.Activities to do at HomeThe Bathroom

1. The Tub.
 - a. Watertable - measuring cups, tubes to transfer.
 - b. Sink or float teaches density.
 - c. Changing state - put ice cubes, vitamin tablets, toilet paper and try to pick up.
 - d. Sound carrying through objects - put ear against side of tub. Hit two objects together inside under water but not on the tub.
 - e. Pour water from one glass to the next - fill one with water, the other with air; pass air by tilting the second cup until the bubbles come out.
 - f. Paper underwater staying dry - crumble paper and put in bottom of glass so it will not fall out upside-down. Push the upside-down glass straight into water. Try various size glasses.
2. Mirrors.
 - a. Reflections - they are backwards.
- Raise your right hand, the image raise its left. Why?
 - b. Shave - SAFETY - NO RAZOR BLADES.
 - c. Comb hair with opposite hand.
3. The Sink
 - a. Making soap bars.
 - Fill one dish with one cup water and five tablespoons pure laundry soap; mix until dissolved.
 - Fill a second dish with one cup water and four tablespoons salt; mix well.
 - Pour both solutions into a third dish, first putting in the soap solution and then the salt solution.
 - Mix well and let stand.
 - Try adding food colors and/or extract.
 - b. Reflections - fill the sink with water. Put different colors of paper on the bottom until a reflection is produced. Keep water still.

The Dining Room

1. Table Activities.
 - a. Sorting - silverware, paper, coats, shoes, laundry.

Theme: Caring for Preschoolers: A 3-Ring CircusWeek 6Session 6: Cognitive Development.Activities to do at Home
(continued)

- b. Graphing - after sorting make graphs; cut out pictures of item sorted and glue in rows or columns to compare how many, favorites, more, less, etc.
 - c. Ear on table - transmission of sound; listen to different items hitting the table and try to decide what they are.
 - d. Moving items - with table covered to prevent scratching, try moving all kinds of objects with various kitchen items - tongs, spatula, flipper, ladle - discuss why some work and other do not.
 - e. Manipulatives - puzzles, small building blocks to learn balance, interlocking measuring spoons/cups, fitted containers of various sizes.
2. Table Discoveries.
- a. Newspaper covered with a piece of wax paper. Put a drop of water on the wax paper and a magnifying glass is made.
 - b. Use various types of magnifying glasses to observe household items.
 - c. Mirror used to reflect light on various objects - play game of who can put light on object first.
 - d. Glasses with various levels of water - strike them to hear tones or if stemmed glasses are available, hold by stem, wet finger and rub on edge of glass to produce tone.
3. Table Experiments.
- a. Paper towel with food coloring - drop color on a very absorbent towel and watch it.
 - b. Static Electricity - blow up a balloon, rub it on cloth, hold it over a dish of rice krispies.
 - c. Rubber Egg - put a raw egg in a container, cover it with vinegar, let it set a couple of days, observe the bubbles, when film develops take out egg. It should bounce from a height of 1"-2". BOUNCE IN THE SINK!
 - d. Penny Cleaning - in a dish, mix one part salt to five parts vinegar. Put in an old penny and stir until clean.
 - e. Racing Raisins - mix one cup water with one tablespoon vinegar with one tablespoon baking powder. Add raisins and wait until raisins

Theme: Caring for Preschoolers: A 3-Ring CircusWeek 6Session 6: Cognitive Development.Activities to do at Home
(continued)

3. Table Experiments (continued).
get a little wet. They should begin to jump.

The Living Room

1. Read stories and play music.
2. Discoveries.
 - a. Reflect light with a mirror to spot objects.
 - b. Gravity and Friction (Incline planes): roll and measure distances of various objects from a slanted board.
 - c. Building towers to teach balance.
 - d. Tension/Pitch: pluck various sizes of rubber bands pulled to different lengths; listen to tones.
 - e. Sound Causes Movement.
 - Tube covered with wax paper and secured with rubberband.
 - stand on music source; put corn kernels on paper.
 - turn on music with strong bass and watch kernels jump.
3. Plants - grow them, study them.

The Kitchen

1. Changing States.
 - a. Water, ice, steam - take ice cubes and melt them to water, then heat the water into steam.
 - b. Dried Fruits - grape/raisin, plum/prune, apricots.
2. Cooking.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_7

Session_7: Prepare For Circus Trip.

1. Materials.
 - a. Handouts: Circus_Discussion_Topics.
Circus_Books_Available_to_Read_With_Your_Child.
Activities_to_do_at_Home.
 - b. Paper, patterns, scissors, glue, etc.
 - c. Examples of homemade books.
 - d. Workshop evaluations.
2. Share "Activities to do at Home" from week 6.
3. Discuss handouts to help prepare for the trip.
 - a. Topics to discuss with children.
 - b. Books from the library and center to take home and read.
 - c. Patterns for art activities.
4. Break shared with the children.
5. Discuss making a circus book (provide examples) that can be used for follow-up processing. Materials will be provided at the conclusion of the circus trip.
6. Entertain parent questions.
7. Evaluation of presentation by participants.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_7

Session_7: Prepare For Circus Trip.

Circus_Discussion_Topics

The following are topics that can be used to prepare children for going to the circus. Discussing these ideas will help lay a foundation about the circus for the child. When at the circus, conversations may take place as a review of those topics chosen and discussed at home. It will help pass the time when waiting for the show to start.

1. The various animals at the circus.
2. The various acts at the circus (clowns, magicians, trapeze, etc.).
3. Where a circus is (tent, building, city, country, etc.).
4. How a circus travels.
5. Ways animals are kept (zoo, pets, parks, etc.).
6. Objects found at the circus (balloons, food, seats, etc.).
7. Prepare to go to the circus by discussing rules and conduct.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week 7

Session 7: Prepare For Circus Trip.

CIRCUS BOOKS AVAILABLE TO READ WITH YOUR CHILD

McGraw Library

1. Circus ABC - Paulita Sedgwick (E Sed)
2. Circus Numbers - Rodney Pepp' (E Pep)
3. Mishka - Victor Ambrus (E Amb)
4. Mogul Finds a Friend - Elizabeth Laing Stewart (E Ste)
5. Pamela Camel - Bill Peet (E Pee)
6. Randy's Dandy Lions - Bill Peet (E Pee)
7. The Bear's Bicycle - Emilie Warren McLeod (E Mac)
8. The Circus - Brian Wildsmith (E Wil P)
9. The Elephant's Nest - Marilee Robin Burton (E Bur)
10. The Story of Babar - Jean De Brunhoff (E Bru)
11. There's an Elephant in the Garage - Douglas F. Davis (E Dav)
12. Where Can An Elephant Hide? - David McPhaill (E Mch)

Child Development Services

1. Balloons
2. Caps For Sale (Esphyr Slobodkina)
3. Circus
4. Circus Alphabet (A Whitman Book)
5. Doctor Dan at the Circus (Little Golden Book)
6. Dumbo (Walt Disney)
7. If I Ran the Circus (Dr. Seuss)
8. Juggle With Me (Ilse-Margret Vogel)
9. Let's Have a Circus (Nancy Mattimore)
10. Little Black Goes to the Circus (Walter Farley)
11. No Elephants Allowed
12. Petey The Peanut Man (Jean Bethell)
13. Raggedy Ann & Andy & the Rainy Circus Day (Barbara Shook Hazen)
14. "Stand Back," Said the Elephant, "I'm Going to Sneeze." (Patricia Thomas)
15. The Book of Clowns (Felix Sutton)
16. The Great Circus (Montbec, Inc.)
17. The Lion's Haircut (Jennifer Giddings)
18. The Red Balloon (Albert Lamorisse)
19. The Saggy Baggy Elephant (K. & B. Jackson)
20. The Tiger Book (Jan Pfloog)
21. Tiger ("Baby's Friends" series)

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_7

Session_7: Prepare For Circus Trip.

Activities_to_do_at_Home

ART_PROJECTS

1. Cut out paper in the shape of circus themes. Put an inch of water in a plastic tub. Sprinkle powdered chalk over the water. Place paper form on the water lightly. Pick up.
2. Use paper cut out in animal shapes. Collage it with various types of clothe for "skin".
3. Make an elephant chain with small paper elephants. Count down the days until the circus trip.
4. Make a mobile of various circus animals/people.
5. Use a paper plate and make masks of various circus animals/people.
6. Animals in Cages = Cut/tear out magazine pictures of animals. Mount on paper. Cover with paper strips to look like a cage.
7. Animal Stick Puppets = Use magazine pictures of circus animals/people. Mount on popsicle sticks. Have your own circus.
8. On a large piece of paper, draw a lion's head without the hair. Add pieces of different colored string/yarn for hair.

OTHER IDEAS

1. Make popcorn. Put the dry air popper on a sheet. Watch it pop. Use to eat and for art projects.
2. Paint faces to be clowns or animals.
3. Do tumbling like clowns and acrobats.
4. Watch the video "Dumbo".
5. Using straws, blow popcorn across a table. Don't let it fall off.
6. Using a wide-mouthed jar, make the opening into the mouth of a clown or animal. Toss small objects into the jar.
7. Kiss the Clown Game = Find a good sized box. Draw a clown and attach to the box. Cut a hole in the mouth. Blow up a balloon and attach to the nose. From 5' away, throw Hershey Kisses into the clown's mouth.
8. Make the sounds of various animals.

SONGS/FINGERPLAYS

1. TUNE: "ROW, ROW, ROW YOUR BOAT"
Pop, pop, pop your corn,
Pop it in a pan.
Pop for you, pop for me,
Pop it if you can.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week 7

Session 7: Prepare For Circus Trip.

Activities to do at Home
(continued)

2. 5 BIG LIONS

5 big lions waiting at the door;
1 ran away, then there were 4.
4 big lions looking at the sea;
1 swam away, then there were 3.
3 big lions going to the zoo;
1 joined the circus, then there were 2.
2 big lions sleeping in the sun;
1 chased a monkey, then there was 1.
1 big lion chasing you for fun;
He got lost, then there were none.

3. TUNE: "TWINKLE, TWINKLE, LITTLE STAR"

Flying high pretty balloon.
Big balloon, please come back soon.
Up above the house and trees.
Take me with you if you please.
Flying high pretty balloon.
Big balloon, please come back soon.

4. POPPING CORN

Pop! Pop! Pop!
Pour the corn into the pot.
Pop! Pop! Pop!
Take and shake it 'til it's hot.
Pop! Pop! Pop!
Lift the lid - what have we got?
Pop! Pop! Pop! Pop! POPCORN!

5. POPCORN (Tune: "I'm a Little Teapot")

I'm a little popcorn in a pot,
Heat me up and hear me pop.
When I get all fluffy
and white I'm done.
Popping popcorn is lots of fun.

6. I'M A LITTLE CLOWN (Tune: "I'm a Little Teapot")

I'm a little clown, short and fat.
Here is my tummy, here is my hat.
I can do a trick as you will see.
Just turn around and look at me!

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_8

Session_8: Trip to the Circus.

1. Materials.
 - a. Tickets.
 - b. Bus.
 - c. Handout: Activities_to_do_at_Home.
2. Meet at the training location and depart.
3. Afterwards, provide handouts with information on making a book as presented in Week 7 to use as a follow-up activity.

Theme: Caring for Preschoolers: A 3-Ring CircusWeek 8Session 8: Trip to the Circus.Activities to do at Home

Upon your return from the circus, spend time during the next week making a circus book with your preschool child. This book can take on a number of forms. Use the following information to help conclude the circus trip. Remember to bring your book along to the next session with examples of the activities you did from Week 7 - Preparing for the Trip to the Circus.

A. Here are some clues on how to make a book sick (Poor Reading Techniques).

1. The Fuzzy Picture - the book faces the reader and not the child.
2. Muffled Meaning - the reader's voice quality is poor; monotone; mumble; stumble over words.
3. Yawn! Sigh...zzz... - the reader is personally not interested in the book.
4. Ants in the Pants - the listener is poorly seated and not interested.

B. Here are some hints on giving a book life (Good Reading Techniques).

1. Ready? - read the book ahead of time.
2. Creating a Theater - make sure the listeners are properly seated so all can see.
3. Get the Meaning? - introduce new words in the story before beginning the story.
4. Order! Order! - go over rules of storytelling.
 - a. Sit comfortably.
 - b. Listen carefully with ears.
 - c. Your mouth can laugh and make happy sounds.
 - d. You can talk after the story.
 - e. "Everyone will get to see the pictures so please wait your turn." (Then demonstrate.)
5. Book Posture - keep the book at least waist high and turned toward the listeners.
6. The Pen is Mightier Than the Sword
 - a. Read what is written.
 - b. State the title, author, illustrator.
 - c. Use a pleasant voice without "overacting".
 - d. Do not change or substitute words.
7. Th-Th-That's All Folks!!
 - a. End with... "And that is the story of..."
 - b. Let listeners question the story.
 - c. Ask sequence questions; recall details.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_8

Session_8: Trip to the Circus.

Activities_to_do_at_Home
(continued)

C. The following are ideas of stories available that you can make with your preschool child.

1. Puppets - Use these to retell what happened at the circus.
 - a. Popsicle - use the stick as a handle and add features to it using yarn for hair, markers for faces, etc.
 - b. Plastic Forks - Circular pieces of paper can be made into faces. These can be wedged between the fork tines. Use the handle to make them move.
 - c. Sock - make a face out of the toe end of the sock. Use various materials to make the features. Put your hand into the sock to make it come alive.
 - d. Paper Bag - use the bottom of the bag as the top of the head. Add features with various types of materials. Put your hand into the bag to make it come alive.
 - e. Finger - use a marker to draw a face on your finger. Then make a hat out of a small piece of paper. Put on top of the finger.
 - f. Styrofoam Cup - use this as the head, adding features with other materials. This can be put on the hand to make it move.
2. Flannelboard - use a piece of flannel or clothe as a background. Cut pictures out of a magazine of the circus. Glue on a small piece of material to the back of the picture. This will help it "cling" to the flannel. Retell what happened at the circus.
3. Language Experience - have your child tell you what happened at the circus. Write one or two sentences on a piece of plain paper. Read the line(s) on the paper and have the child draw a picture of what was read. Punch holes into the left side of the papers and thread with a piece of yarn to bind the book.
4. Feely book - use plain pieces of paper. Cut out pieces of various types of clothe. Use the clothe pieces and ask your child what circus animal or person it is. Complete the picture around the piece of clothe. The end product is a book about the circus in which the characters are made of different types of clothe to touch.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week 8

Session 8: Trip to the Circus.

Activities to do at Home
(continued)

5. Shape Book - cut out pieces of paper in a specific circus shape (ie: that of a clown or animal). On each page, you can then do the language experience stated above.
6. Accordion Book - turn a piece of paper to lay vertically. Fold it into three or four sections depending on the width of the paper. On each section draw a picture or use magazine pictures of the circus to make a folding book about the circus.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_9

Session_9: Share Follow-Up Activities.

1. Materials.
 - a. Activities brought in by parents from the activities to do to prepare for the trip and as follow-up to the trip.
 - b. Workshop evaluations.
2. Discuss the trip and how the children were prepared for it.
3. Share activities done before the trip.
4. Share follow-up activities they did with their children at home.
5. Break.
6. Discuss how the parents can continue involvement in center activities.
7. Evaluation of the last three sessions on preparing for, going on, and following up on the circus trip.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week_10

Session_10: Center Programming and Conclusion.

1. Materials.
 - a. Handouts: April_Preschool_Curriculum.
Post-evaluation.
Certificates.
 - b. Buffet for celebration.
2. Review the themes of the sessions and compare them to the circus characters.
3. Review materials covered in the sessions and tie it into how the curriculum works.
4. Pass out April_Preschool_Curriculum to look at more thoroughly.
5. Entertain parent questions.
6. General discussion of entire ten weeks.
7. Post-evaluation.
8. Socialize with buffet.
9. Hand out certificates (Appendix G: 107).

Theme: Caring for Preschoolers: A 3-Ring Circus

Week 10

Session 10: Center Programming and Conclusion.

APRIL CURRICULUM WEEK #2: PLANTS

A) Discussion Topics for Circle Time.

1. Growing things.
2. Transformation of seeds into plants.
3. What makes plants grow?
4. Types of plants - trees, bushes, flowers, cacti, etc.
5. Plants of different seasons.
6. Use of plants - food, building, medicine, etc.

B) Books to Read.

1. A Tree is Nice (CDC3; PDC5; McGraw Library)
2. A Treeful of Pigs (McGraw Library)
3. Blueberries for Sal (CDC3,7; PDC3,4)
4. Cactus in the Forest (McGraw Library)
5. Caps for Sale (CDC4; PDC3,4,5; McGraw Library)
6. In the Forest (PDC3,4,5; McGraw Library)
7. Jack & the Beanstalk (CDC6)
8. Mushroom in the Rain (McGraw Library)
9. My Flower Book (CDC5)
10. No Roses for Harry! (CDC6; PDC5; McGraw Library)
11. Surprise in the Tree (PDC5)
12. The Carrot Seed (PDC3; McGraw Library)
13. The Dream Tree (CDC7)
14. The Giving Tree (CDC7; PDC6; McGraw Library)
15. The Magic Tree (McGraw Library)
16. The Paper-Flower Tree (CDC7)
17. The Tortoise & the Tree (McGraw Library)
18. The Tree (McGraw Library)
19. The Very Hungry Caterpillar (PDC4)
20. The Wonder Book of Flowers (PDC3)
21. Under the Saskatoon Tree (PDC4)
22. Useful Plants and Animals (PDC6)

PDC = book is located in the Part Day Center and the room number.

CDC = book is located in the Child Development Center and the room number.

C) Art Projects.

1. A mural of plants - colored, pictures glued on, paper ones.
2. Collage of pictures of plants from magazines.
3. Make a rake - pipe cleaner wound around a small hair comb.

Theme: Caring for Preschoolers: A 3-Ring Circus

Week 10

Session 10: Center Programming and Conclusion.

APRIL CURRICULUM WEEK #2: PLANTS
(continued)

C) Art Projects (continued).

4. Make flowers from material scraps.
5. Flower shapes with tissue paper glued on.
6. Suns with faces.
7. Rain clouds with raindrops attached with string (mobile).
8. Folded tissue paper flowers.
9. Press flowers/plants in wax paper.
10. Use various types of seeds and glue on paper to make designs.
11. Make a bowl out of playdough and use colored playdough to make various fruits and vegetables to put in the bowl.

D) Fingerplays and Poems

1. A Little Seed

A little seed so soft & round (fingers form circle)
I'll dig a hole & lay you down (digging motion)
And you may rest (cup 1 hand)
Beneath the ground (lay other hand over 1st)
Until the leaves come up (point up)
And your roots go down (point down)

2. Plant a Seed

(tune: "Twinkle, Twinkle Little Star")
Now it's time to plant the seed.
Water, sun, and soil are all I need.
First come roots and then a stem,
Then some leaves out on a limb.
Grow, tree, grow - that's what you do.
Come climb up on a branch or two.

3. The Farmer Plants the Seeds

(tune: "The Farmer in the Dell")
The farmer plants the seeds,
The farmer plants the seeds,
Hi, ho, the dairy-o,
The farmer plants the seeds.

The sun comes out to shine, (make circle with arms)
The rain begins to fall, (hands flutter to ground)
The seeds begin to grow, (children begin to rise)
The farmer digs them up, (pretend to use shovel)
Now we'll have some to eat. (pretend to eat)

Theme: Caring for Preschoolers: A 3-Ring CircusWeek 10Session 10: Center Programming and Conclusion.APRIL CURRICULUM WEEK #2: PLANTS

(continued)

D) Fingerplays and Poems (continued)

4. A Little Hole

Dig a little hole	(dig)
Plant a little seed	(drop seed)
Pour on a little water	(pour)
Pull a little weed	(pull up & throw away)

Chase a little bug	(chasing motion w/ hands)
Heigh-ho, there he goes	(shade eyes)
Give a little sunshine	(cup hands)
Let it grow, grow, grow.	(smell flower)

5. My Flower Bed

See the blue and yellow blossoms	
In the flower beds.	
The daisy spread its petals wide.	(spread fingers)
The tulip bows its head.	(droop hands)

6. I am a Seed

I am a seed in the earth below	(crouch to floor)
Down comes the rain	(fingers make rain)
And makes me grow.	(rise slowly)

7. One, Two, Three

1, 2, 3, there's a bug for me!	(brush it off)
Where did he go?	(look around)
I don't know!	(shrug)

E) Extras.

1. Plant seeds!
2. Root Vegetables:
 - a. Sweet potato - place in glass of water, half submerged. Shoots can be planted outside in Spring.
 - b. Avocado - place on rocks in large-mouth glass. Submerge seed about 1/3. This seed splits open & swells so tree shoot can grow. It must not fit in tight glass, no room for expansion.
 - c. Carrot - cut carrot off 3" from the top. Use this top part, turn upside-down & hollow out. Take hairpin or needle & thread, & make handle to hang up carrot. Keep cavity filled with water. Tops will grow out of the top of the carrot which is now upside-down, & cover the side of the carrot as

Theme: Caring for Preschoolers: A 3-Ring Circus

Week 10

Session 10: Center Programming and Conclusion.

APRIL CURRICULUM WEEK #2: PLANTS
(continued)

E) Extras (continued).

they grow upward normally.

- d. Pineapple - plant top in large pot. Sit outside in summer, dig up pot & all in fall. Takes 3 years to grow a pineapple.
3. Celery in colored water to absorb color, about 15-20 minutes it is noticeable. By next day, celery is really changing color. Can be kept several days, does not spoil. Also can use Queen Ann's Lace blossom &/or pull up a small growing plant, wash soil from roots, & put roots in red water.
4. Bean sprouts.
5. Plant a garden (can use flower boxes).
6. Ants on a Log - wash & cut celery into small pieces. Fill with peanut butter & place raisins on top.
7. Visit a green house or flower shop.
8. Make leaf prints. Try other types of plants - twigs, flowers, etc.
9. Make a nature collage. Go on a walk & gather things to be glued on a piece of paper.
10. Potato - put a few drops of iodine on a raw potato & watch what happens; the potato turns blue, proving that it contains starch.
11. Watch hair grow on potato heads. Scoop out a hole in a large potato. Fill the hole with moist cotton. To make a funny face, push in bottle caps or use straight pins and glue to attach corks, buttons and other materials. Sprinkle quick growing seeds, such as cress or mustard or grass on the cotton. Keep the potato upright and keep the cotton moist. In a few days the sprouts will grow, trim them to use in salads.

WORKSHOP EVALUATION

INSTRUCTOR: _____

SUBJECT: _____

DATE: _____

Your previous Knowledge	None	2	3	4	Much
Length of Workshop	Decrease	2	3	4	Increase
Relevance/Value	Little	2	3	4	Essential
Clarity of Presentation	Poor	2	3	4	Great
Maintain Interest	Poor	2	3	4	Great
Organization of Presentation	Poor	2	3	4	Great

1. CONTENT OF PRESENTATION:

a. Most Helpful:

b. Least Helpful:

2. SPEAKER AND PRESENTATION:

a. Beneficial:

b. Not Beneficial and Why:

3. THIS INFORMATION WILL HELP ME WITH MY PRESCHOOLER:

no better better slightly better much better

4. GENERAL COMMENTS AND RECOMMENDATIONS:

(use back side if necessary)

Certificate of Achievement

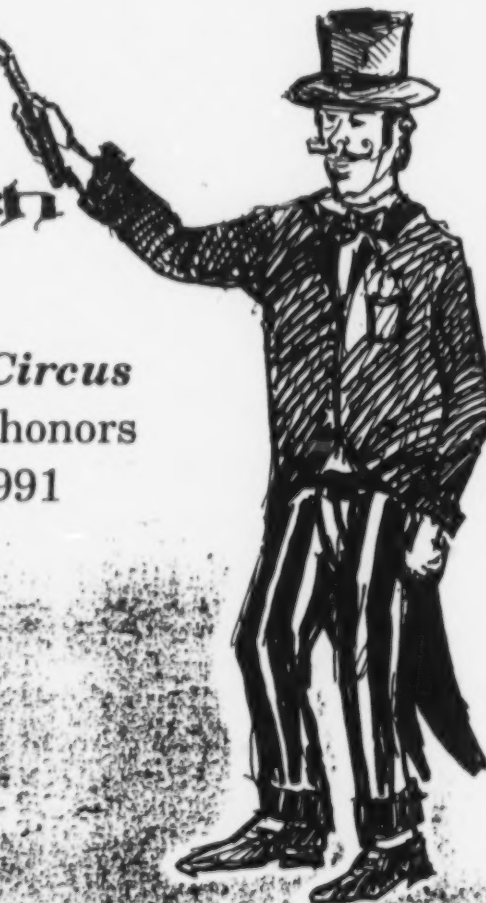
The Munich Military Community
presents the prestigious degree of
Preschool Ringmaster
to

Albert & Patrice Green

who has completed the
Munich CDS 20 hour course
Caring for Preschoolers: A 3-ring Circus
and is bestowed all the privileges and honors
thereof on this sixth day of April 1991

Vernon Keith Gross
Education Program Specialist

W. W. W. W. W.
Child Development Services Coordinator



CERTIFICATE

APPENDIX G

108